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ABSTRACT

Described and evaluated is the 1973-74 Mark Twain Internship Program, a demonstration project to train teachers of emotionally disturbed adolescents who experience learning and human relations difficulties. It is noted that the program was sponsored by the Montgomery County, Maryland public school system and was funded under Title IV, Education of the Handicapped Act. Sections I and II cover aspects such as the program's history, goals and context and provide an overview of program operations and management (including curriculum and staff development). Evaluated in Section III is attainment of such program objectives as establishing a teacher education faculty for the Mark Twain center, formulating intern selection procedures, developing a competency-based teacher training curriculum, and implementing learning experiences for trainees in five competency areas: psychoeducational assessment, human relations, curriculum development, behavior management, and systems analysis. Section IV summarizes the report. Appendixes include reports by an independent program auditor and by a curriculum review panel. (LH)

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THE MARK TWAIN TEACHER INTERNSHIP PROGRAM FOR THE PREPARATION OF PERSONNEL IN THE EDUCATION OF ADOLESCENTS WITH SPECIAL NEEDS

The program reported herein was partially funded by a grant from the U.S. Office of Education, Bureau of Education for the Handicapped.

Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December, 1974

Homer O. Elseroad
Superintendent of Schools

EC073407

JUN 02 1975

MARK TWAIN TEACHER INTERNSHIP PROGRAM

1973-74 Program Year

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I. INTRODUCTION

The second year of operation of the Mark Twain Teacher Internship Program has been completed, and its third and final year of federal funding as a Montgomery County Public Schools program for the preparation of personnel to teach adolescents with special needs has come to a close. The 10-month Internship Program was preceded by a Staff Development Institute which trained the staff of Mark Twain School in the skills and techniques needed to work with emotionally handicapped adolescents; it served as the first step in establishing Mark Twain School as a staff development center for the teaching of adolescents with emotional and learning problems. Supported by a special innovative project planning grant from the U.S. Office of Education, Bureau of Education for the Handicapped, the six-month Institute served as the basis for the teacher training curriculum and format of the subsequent Internship Program. A report on the Mark Twain Staff Development Institute was submitted to the granting authority in 1972.

A report on the initial year of the Mark Twain Teacher Internship Program was submitted in March, 1974. The present report focuses primarily on describing and evaluating the ten-month Mark Twain Teacher Internship Program which began in August, 1973, and ended in June, 1974. Since this was the final year of funding under Title IV of Public Law 91-230, Education of the Handicapped Act, some review of the 1971-72 Mark Twain Staff Development Institute and the 1972-73 Internship Program is included. Preparations for the 1974-75 program year also are noted. Progress toward the basic goal of developing and implementing a public school training program for personnel to teach adolescents with emotional and learning difficulties is examined and assessed.

Section I presents the history of the program, its goals and objectives, and the context within which it operates. Section II provides an overview of program operations and management. Progress toward attainment of program goals with recommendations for the future are presented and discussed in Section III, including the impact of the Mark Twain Teacher Internship Program on staff development in MCPS and elsewhere, both for general and special education. Section IV summarizes the report.

HISTORICAL BACKGROUND

Like other school systems across the nation, Montgomery County Public Schools has become increasingly concerned about students who are unable to succeed in academic tasks and human relationships and about the shortage of facilities and trained personnel to work with them. Many of these students are adolescents who are overwhelmed by failure. They fail to achieve academically, to exercise proper judgment, to organize their thoughts and energies for constructive activities, and to behave in socially acceptable ways. These continuing failures isolate them from their peers and alienate them from adults. Without resolution of these problems, a large number of these young people will enter the community with poor vocational and social preparation and with strong feelings of inadequacy and hostility. Many withdraw from work or social demands and become a burden on the community.

In order to prevent this waste of human resources, a 1961 Youth Services Advisory Committee began considering programs which would better serve Montgomery County students with special needs. To promote the development of strategies and the

delineation of services necessary to implement a comprehensive, countywide supplementary education program, a grant was awarded to Montgomery County Public Schools in 1966 under the Elementary and Secondary Education Act to study the feasibility of designing and operating a model demonstration school for children whose special needs were not being met by existing school programs. One of two recommendations with highest priority was the development of multilevel school programs for the "evaluation, education, and adjustment of emotionally handicapped adolescent boys and girls in three types of settings." These were to include a "year-round day program in a special school for seriously handicapped adolescents, programs in selected junior and senior high schools for students able to function with appropriate support in the regular school environment, and a satellite school for mildly retarded adolescents who are emotionally handicapped (MCPS, 1967)."

Implementation of the first part of this recommendation was approved by Montgomery County Public Schools; and the appointment of the supervisory staff of Mark Twain School was completed by September, 1970. At the same time, the second part of the recommendation was implemented when Mark Twain School-Based Programs were launched on a pilot basis in three junior high schools. The Mark Twain Programs serve as a means of fulfilling a commitment toward implementation of the Montgomery County Continuum of Educational Services, shown in Figure 1, which was adapted from a plan developed by the Maryland Department of Special Education. The continuum concept is a plan to provide educational services to all children according to the degree of program specialization needed to meet the severity of the problem. Implementation of continuum programming requires the preparation of additional personnel with special training at all levels of educational service. From the earliest planning for Mark Twain School, its role as a teacher education center was recognized and documented in its basic objectives. Toward this end, in April, 1971, Montgomery County Public Schools received a grant under Title IV of Public Law 91-230, Education of the Handicapped Act, to supplement funding of the Mark Twain Staff Development Institute. Following that grant period (July 1, 1971, to June 30, 1972), a two-year continuation grant (FY 73 and FY 74) was awarded to develop the project as a prototype for continuing staff development, the Mark Twain Teacher Internship Program.

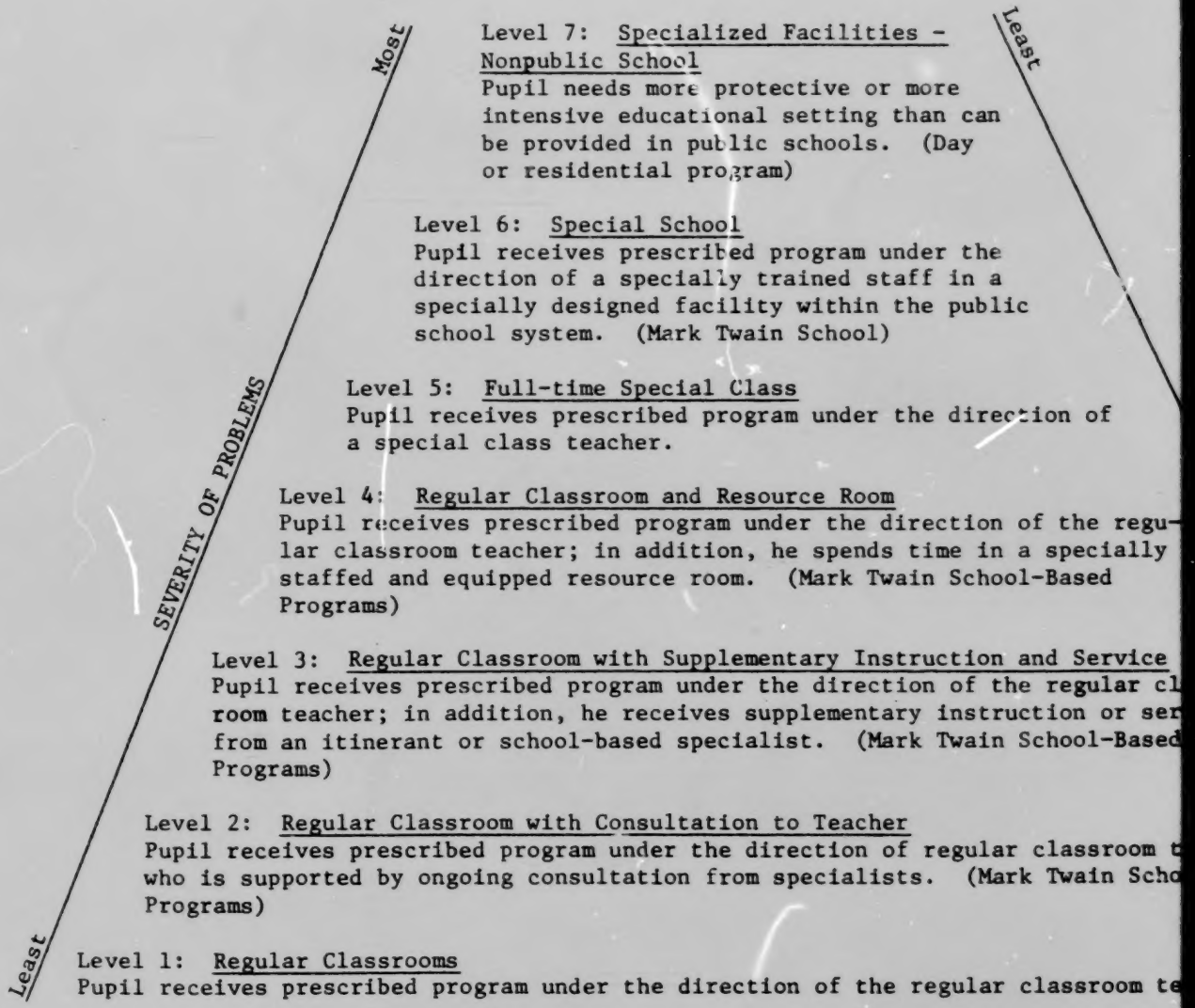
Now beginning its third year of operation, the Mark Twain Teacher Internship Program helps fill the growing need at Mark Twain School and Mark Twain School-Based Programs, as well as at other Montgomery County schools, for trained personnel to work with adolescents who have special needs.

FACILITIES

Mark Twain Programs provide the setting for the Mark Twain Teacher Internship Program. The major portion of the training, including the seminars, takes place at Mark Twain School. Montgomery County schools which are sites for the Mark Twain School-Based Programs are used, along with Mark Twain School, for practicum experience. County and area special education facilities, both public and private, are additional training resources.

Mark Twain School

Mark Twain School is one of five special schools in the Montgomery County public school system. Located on 22 acres in Rockville, Maryland, and constructed at a cost of $3.2 million, the school opened for students in February, 1972. To establish an educational environment with balanced groups of students in small



Level 7: Specialized Facilities - Nonpublic School
Pupil needs more protective or more intensive educational setting than can be provided in public schools. (Day or residential program)

Level 6: Special School
Pupil receives prescribed program under the direction of a specially trained staff in a specially designed facility within the public school system. (Mark Twain School)

Level 5: Full-time Special Class
Pupil receives prescribed program under the direction of a special class teacher.

Level 4: Regular Classroom and Resource Room
Pupil receives prescribed program under the direction of the regular classroom teacher; in addition, he spends time in a specially staffed and equipped resource room. (Mark Twain School-Based Programs)

Level 3: Regular Classroom with Supplementary Instruction and Service
Pupil receives prescribed program under the direction of the regular cl room teacher; in addition, he receives supplementary instruction or ser from an itinerant or school-based specialist. (Mark Twain School-Based Programs)

Level 2: Regular Classroom with Consultation to Teacher
Pupil receives prescribed program under the direction of regular classroom t who is supported by ongoing consultation from specialists. (Mark Twain Scho Programs)

Level 1: Regular Classrooms
Pupil receives prescribed program under the direction of the regular classroom te

Fig. 1. Montgomery County Public Schools Continuum of Educational Services

CONTINUUM PROGRAMMING: A BLUEPRINT FOR MEETING EDUCATIONAL NEEDS

Most

OF PROBLEMS

Least

NUMBER OF PUPILS

Most

Level 7: Specialized Facilities - Nonpublic School
Pupil needs more protective or more intensive educational setting than can be provided in public schools. (Day or residential program)

Level 6: Special School
Pupil receives prescribed program under the direction of a specially trained staff in a specially designed facility within the public school system. (Mark Twain School)

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il receives prescribed program under the direction of regular classroom teacher is supported by ongoing consultation from specialists. (Mark Twain School-Based grams)

Regular Classrooms
ceives prescribed program under the direction of the regular classroom teacher.

units, based on age, physical maturation, and social development, Mark Twain has been arranged as three schools within one. The lower school is composed of 2 instructional teams, each with 50 students, 9-12 years old, Grades 5-7, staffed by 6 teachers and 1 team leader. The middle school comprises 100 students, aged 12-14, Grades 7-9, with 12 teachers and 2 team leaders. The upper school consists of 50 students, aged 14-18, Grades 9-12, with 6 teachers and 1 team leader. At maximum enrollment, approximately 250 students can be served.

The major objective of Mark Twain School is to provide an individualized educational program for preadolescents and adolescents of at least average intellectual potential who display problems in the area of human relationships, self-organization, or behaviorally-linked learning problems. The ultimate goal is to promote student return and successful functioning in a regular school within a maximum of 2 years. Scholastic skills are developed through a task-oriented curriculum, highly individualized to meet the specific needs of each student. Students' strengths and weaknesses are identified by perceptual, cognitive, and affective assessment and the results used for programming and instruction. The intent of the instructional program is to remediate deficiencies while maintaining academic progress. At the same time, emphasis is placed on the development of appropriate behaviors for positive interaction with peers and adults. Each student is assigned to a teacher/advisor who counsels him and serves as his liaison with other staff members.

Three seminar rooms were designed for training purposes when the school was built. Also potentially available for training are 26 classrooms, 3 science labs, 7 art labs, 37 offices, 6 conference rooms, and 1 observation room. The Instructional Resources Center, available to trainees, contains a print collection of 3,500 items, 4,000 nonprint items (tapes, filmstrips, etc.) and professional periodicals. Trainees have the opportunity to consult with support staff including a psychologist, psychiatrist, social workers, nurse, medical advisor, and researchers, in addition to teaching and staff development personnel.

Mark Twain School-Based Programs

Mark Twain School-Based Programs were operating during the 1973-74 school year in 18 Montgomery County public schools--5 senior high schools, 11 junior high schools, and 2 middle schools. They will operate in 23 schools in 1974-75 and pending budget funding approval, in 31 schools in 1975-76. These programs serve as practicum sites for the trainees. School-based resource teachers provide support to regular classroom teachers and students by assessing academic and social difficulties and by developing and/or implementing change plans. They suggest more appropriate activities, materials, and techniques to use with students. They develop classroom alternatives with and for teachers and may serve as tutors. School-based teachers serve as practicum supervisors offering trainees the opportunity to work with the resource team and with the regular classroom teachers to utilize the resources of the school where the program is based.

Community Resources

A large number of public and private facilities providing specialized educational, therapeutic, and residential services are located in the area. Various organizations providing services to youth are invited to send representatives to Mark Twain School to inform trainees about their programs and facilities. In addition,

trainees have visited sites and participated in group discussions to share their experiences and increase their understanding of resources in the area. Organizations participating in the community resources program for interns and staff during 1973-74 are listed below:

Boys Home of Montgomery County, Silver Spring, Maryland
Community Affairs Office, MCPD, Rockville, Maryland
Karma House, Rockville, Maryland
Listening Post, Bethesda, Maryland
Mental Health Association of Montgomery County, Kensington, Maryland
Second Mile, Hyattsville, Maryland
Roving Youth Leaders of Montgomery County, Bethesda, Maryland
Youth and Family Services, Montgomery County Health Department, Rockville, Maryland

An expanded program of exposure to community services available to teachers is being instituted for 1974-75. It will consist of 1) presentations by representatives of legal, mental health, health, and educational facilities; 2) visits to residential and day care centers; and 3) a panel discussion by members of various community groups (PTA, League of Women Voters, The Allied Civic Group, etc.) which may have impact on MCPS decisions.

Other Resources

The Montgomery County Public Schools Educational Materials Laboratory, containing approximately 20,000 volumes, and the Instructional Materials Center of Montgomery County Public Schools, are available to trainees.

PROGRAM EVALUATION

The purposes of the evaluation of the Mark Twain Teacher Internship Program are to provide appropriate and timely information:

1. During the year so that revisions in the program can be based on this evidence and implemented as feasible (formative evaluation)

2. At the end of each year and/or major sequence so that judgments can be made based on that information with regard to trainee competencies, effectiveness of training activities, and progress toward the development of the prototype program (summative evaluation)

According to its continuation proposal to the Bureau of Education for the Handicapped (May, 1972), the Mark Twain Teacher Internship Program is "intended to test the feasibility of establishing a teacher development center within operational public school programs for adolescents with special needs, and presents an alternative mechanism for attracting and preparing manpower for education of youth facing serious problems in living." As such, the program anticipates several additional results:

1. Montgomery County will be served with the preparation of personnel to implement its continuum of educational services to emotionally handicapped children.

2. The program will serve as a prototype for others with similar needs.

3. The prototype will be an innovative competency-based model for preparing teachers to work effectively with children and staff.

The purposes and goals of the project as presented in the objectives section of the grant proposal were reviewed to develop clear statements of the scope of the evaluation. This resulted in a restatement of the program goals and objectives and in a set of evaluation objectives to form the basis for communication and action. Table 1 shows the program and evaluation goals and objectives.

Evidence acceptable to the program staff as well as the activities and tasks required to obtain it were identified for each evaluation objective. The statement that this program is following a competency-based model, however, has grown in significance since the original proposal. As a result, the current evaluation report addresses some criteria (such as those suggested by Rosner, 1972) which were not clearly developed at the time of specification of program and evaluation goals and objectives.

The evaluation personnel are members of the Mark Twain School staff. Because of this circumstance, an independent educational accomplishments audit (an external evaluation designed to assess the appropriateness of evaluation procedures, both design and implementation) was contracted with Dr. Malcolm Provus, director of the Evaluation Research Center, University of Virginia. A separate audit report, found in Appendix A, was submitted to the funding agency and to the local school system.

An evaluation of the competency-based curriculum content and delivery was made by a panel or recognized experts, independent of the program and its operations, during a two-day on-site visit in August, 1974. The visit is described and discussed in Section III. The panel's report can be found in Appendix D.

II. PROGRAM DESCRIPTION

The previous section introduced the Mark Twain Teacher Internship Program, its goals and objectives, and the context within which it was created and operates. This section presents a description of program operations in relation to the program objectives, as shown in Table 1. Funding and budget for the two-year period of the federal grant, FY 73-74, also is reviewed.

ESTABLISHMENT OF A TEACHER-EDUCATION FACULTY

The emphasis in the Mark Twain Teacher Internship Program is on a competency-based model with integration of academic instruction and practicum experiences. The strategy for program staffing also revolves around the concept of competency areas. Thus, each of five basic competency areas is coordinated by a member or members of the Mark Twain Programs staff. Each competency area coordinator has responsibility and authority for developing and arranging the implementation of learning experiences in his basic competency area, in consultation with the planning staff and the training director. The role of competency area coordinator is intended to assure staff responsiveness to the needs and reactions of trainees and to provide

TABLE 1

Program and Evaluation Goals and Objectives

Program	Evaluation
al: To establish Mark Twain School as a cialized staff development center for e preparation and continuing development personnel to work in educational programs rving preadolescents and adolescents	Goal: To establish evaluation procedures to provide appropriate and timely information during the formative stages of the project for program feedback and modification as well as to determine overall project effectiveness
jective 1. To identify and establish a acher-education faculty for the Mark ain teacher-development center	Objective 1. To assess faculty qualifications to determine if they are sufficient for performing required functions and duties
jective 2. To develop processes and ocedures for recruitment and selection teacher interns	Objective 2. To assess the effectiveness and feasibility of the recruitment and selection processes
jective 3. To develop a competency-ed teacher-education curriculum	Objective 3. To assess the adequacy of the multicompetency-based teacher-development curriculum for its comprehensiveness and internal consistency
jective 4. To implement the learning periences and activities that will sure participant attainment of com-tency in each of the following areas: Psychoeducational assessment and programming Human relations and counseling Curriculum development and implementation Behavior management Systems analysis and consultation	Objective 4. To assess each participant completing the training program for his competency in each of the following areas: a) Psychoeducational assessment and programming b) Human relations and counseling c) Curriculum development and implementation d) Behavior management e) Systems analysis and consultation
jective 5. To develop a functional stem and methodology for evaluating owledge, attitudes, and ski in ve specific teacher competency areas	Objective 5. To assess competency assessment techniques for validity, reliability, examinee appropriateness, and administrative feasibility
jective 6. To increase the number of ained personnel serving emotionally ndicapped children	Objective 6. To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies

for consistency and direction in meeting program objectives. While visiting instructors, consultants, and guest lecturers make an important contribution to the overall program, the nature and thrust of the educational program is determined by the Mark Twain Programs staff. The Mark Twain Programs staff assumes the major share of actual instruction and all of the practicum supervision of interns.

Figure 2 presents the continuum model used for defining levels of staff responsibility in the Mark Twain Teacher Internship Program. There are currently about 80 professional staff within the Mark Twain Programs, of whom approximately 50 have participated actively in the operation of the internship program.

Level 1 responsibility (general support) is the minimal expectation of all school faculty. Level 2 responsibility (practicum supervision) is arrived at through the mutual desire of Mark Twain Programs staff and the internship administration and is exercised within the regular professional work day. Seventeen members of Mark Twain School staff and 15 School-Based personnel served as practicum supervisors. Levels 3, 4, and 5 responsibilities (Academic Instruction and Competency Area Planning and Coordination) are optional (for staff) and require an informal contractual agreement between the internship program administrator and the interested staff member. Levels 3, 4, and 5 faculty positions are paid appointments under a second job title of "In-Service Consultant." Appointments are made on the basis of availability, commitment to training, and expertise in the relevant competency area. During the 1973-74 Internship Program, ten of the Mark Twain School staff and ten of the School-Based Programs staff were appointed as in-service consultants. Level 4, which was conceived as an advisory level, is currently active only informally; many of its functions have been subsumed by an enlarged Level 5.

In addition to the faculty of Mark Twain Programs, training support was provided by Montgomery County Public Schools resource staff and outside consultants who were called in for presentations in their special fields.

The 1973-75 staff for the Mark Twain Teacher Internship Program is shown in Appendix B.

RECRUITMENT AND SELECTION OF INTERNS

The Mark Twain Teacher Internship Program of 1973-74 had a total of eight participants, who were selected from among 27 applicants. The group included five women and three men. Three were working toward graduate degrees at universities in the area. All had at least two years of classroom teaching experience. Six of the eight interns were teaching in Montgomery County Public Schools prior to entry into the program. The school system allows teachers who have worked in the schools for seven or more years to take one year of academic leave with 50 to 60 per cent of their annual salary, depending upon whether they agree to continue in MCPS for two or three years. However, due to the pressing needs for highly committed, well-trained teachers of unsuccessful students, the school system authorized a policy enabling tenured Montgomery County teachers with from two to six years of experience to be granted "Unusual and Imperative" (U and I) leave to participate in the program. Teachers selected for U and I leave were also provided 50 to 60 per cent of their salaries. The two participants who had not previously taught in Montgomery County received no salary. Selected characteristics of interns are listed in Table 2.

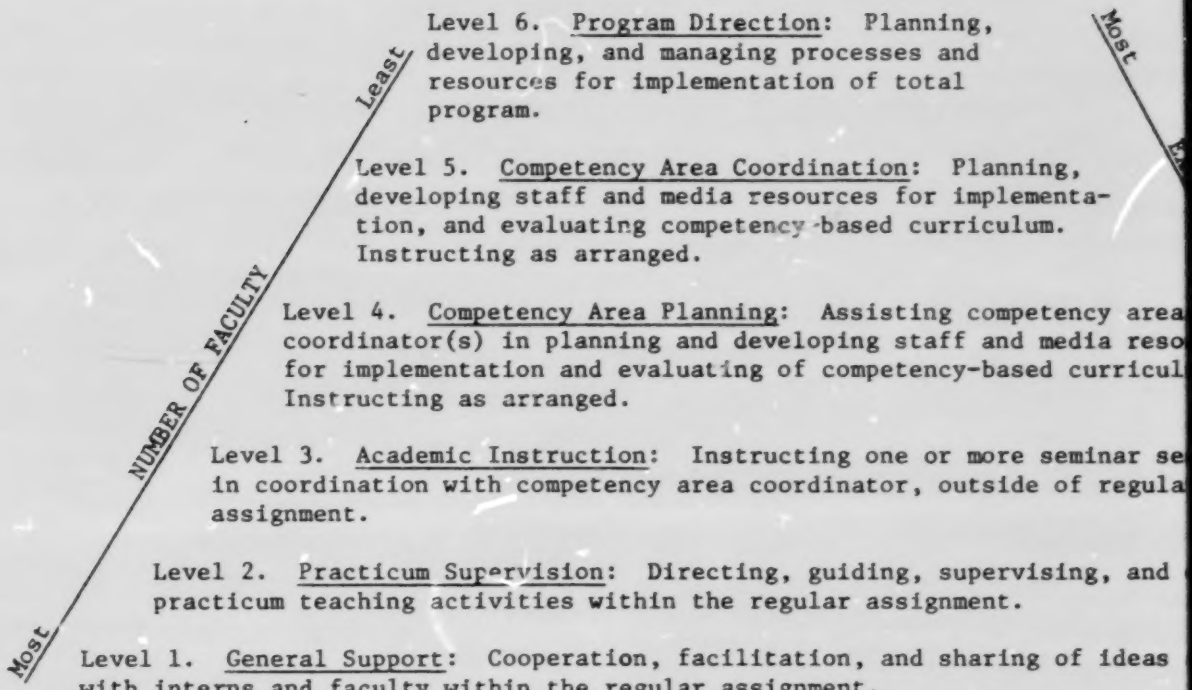

Most
NUMBER OF FACULTY
Least
Most
Level 6. Program Direction: Planning, developing, and managing processes and resources for implementation of total program.
Level 5. Competency Area Coordination: Planning, developing staff and media resources for implementation, and evaluating competency-based curriculum. Instructing as arranged.
Level 4. Competency Area Planning: Assisting competency area coordinator(s) in planning and developing staff and media reso for implementation and evaluating of competency-based curricul Instructing as arranged.
Level 3. Academic Instruction: Instructing one or more seminar se in coordination with competency area coordinator, outside of regula assignment.
Level 2. Practicum Supervision: Directing, guiding, supervising, and practicum teaching activities within the regular assignment.
Level 1. General Support: Cooperation, facilitation, and sharing of ideas with interns and faculty within the regular assignment.

Fig. 2. Levels of Staff Responsibility in Mark Twain Teacher Education Programs

Level 6. Program Direction: Planning, developing, and managing processes and resources for implementation of total program.

Level 5. Competency Area Coordination: Planning, developing staff and media resources for implementation, and evaluating competency-based curriculum. Instructing as arranged.

Level 4. Competency Area Planning: Assisting competency area coordinator(s) in planning and developing staff and media resources for implementation and evaluating of competency-based curriculum. Instructing as arranged.

Level 3. Academic Instruction: Instructing one or more seminar sessions, in coordination with competency area coordinator, outside of regular assignment.

Level 2. Practicum Supervision: Directing, guiding, supervising, and evaluating practicum teaching activities within the regular assignment.

Level 1. General Support: Cooperation, facilitation, and sharing of ideas and resources interns and faculty within the regular assignment.

NUMBER OF FACULTY: Least

EXTENT OF ACCOUNTABILITY & INVOLVEMENT: Most ... least

The detailed and rigorous selection procedures used for the original Staff Development Institute of 1971-72 were used for the 1972-73 and 1973-74 Internship Programs. The procedures were designed to provide relevant data from multiple sources regarding the qualifications of applicants. Recruitment procedures beginning in February, 1973, consisted of (a) announcement of teacher internships in the Superintendent's Bulletin, a weekly publication going to all MCPS personnel; (b) six orientation sessions for interested persons, held at Mark Twain and selected other Montgomery County public schools; and (c) dissemination of basic information and reference material about the program.

The selection process consisted of two phases. Phase I was a review by a Selection Committee of four sources of data on applicants:

1. A summary of the applicant's MCPS personnel folder
2. Mark Twain Supplementary Application Form
3. Personal references obtained by telephone or mail
4. Group interview

The Selection Committee was made up of eight persons, including the Internship Program director, two representatives from the Mark Twain Competency Coordination Group (Level 5 staff), the Mark Twain School principal, the supervisor of School-Based Programs, two representatives from the MCPS Department of Staff Development, and one representative from the MCPS Department of Professional Personnel. Those applicants who passed Phase I returned for Phase II which consisted of intensive individual interviews. A maximum of 16 internships had been authorized for 1973-74, 12 for regular MCPS teachers with two or more years of successful experience, and four for teachers not currently employed by MCPS but with high potential for successful future services. Six MCPS teachers and two non-MCPS teachers were selected from among 27 applicants.

Recruitment and selection of interns for the 1974-75 program began in February, 1974, and followed the same rigorous procedures. Since recruitment in previous years resulted in fewer interns than desired, efforts were expanded to contact a wider audience. In addition to announcement in a February Superintendent's Bulletin that applications were being accepted, a feature article on the program and its operations appeared in a March Bulletin. Mark Twain Programs school-based teachers were given information packets and asked to help recruitment by speaking to their faculties. Brochures on the program were produced and distributed to principals of all public schools in Montgomery County. Three orientation sessions at Mark Twain School and three to the faculties at other county schools were conducted by program staff assisted by current interns.

Characteristics of 10 interns selected from among 25 applicants are found in Table 2.

CURRICULUM DEVELOPMENT

The curriculum for the Mark Twain Teacher Internship Program is based on a ten-month, full-time learning experience. This curriculum consists of an integrated schedule of seminars, practica, and individual projects, organized around the

TABLE 2

Selected Characteristics of Mark Twain Teacher Interns

Characteristic	Internship Year		
	1972-73	1973-74	1974-75[1]
Over 40	1	0	0
31 - 40	1	4	4
30 and Under	6	4	6
Male	2	3	2
Female	6	5	8
cation			
Bachelor's Degree	3	5	4
Master's Degree	1	0	2
Master's Degree in progress [2]	4	3	4
ssroom Teaching Experience			
7 years or more	2	2	2
2 - 6 years	5	6	8
Less than 2 years	0	0	0
None	1	0	0
rs in MCPS			
7 years or more	0	2	2
2 - 6 years	6	4	6
Less than 2 years	0	0	1
None	2	2	1
vious Assignment			
Secondary School Teacher	2	3	7
Elementary School Teacher	5	4	3
Nonteaching	1	1	0

1 - As of July, 1974

2 - Indicates graduate study in a degree program. Does not include nondegree or in-service course work.

development of trainee competence in five basic areas. Competency area coordinators are responsible for continuous refinement of competencies and identification of performance and behavioral objectives relevant to each. The presently defined 15 competencies and their related performance and behavioral objectives are found in Appendix C. A brief description of the five basic competency learning areas including examples of competencies, performance objectives and topics covered follow:

1. Psychoeducational Assessment and Programming

   Two competencies specified for this area relate to (a) the ability to complete a psychoeducational profile and (b) use of profiles in planning programs for individual students. Performance objectives for the first competency involve the ability to administer and interpret assessment instruments in the affective, perceptual, cognitive, and educational domains and to integrate data from these instruments into a valid psychoeducational profile. Curriculum modules cover the following topics: extracting and categorizing data from pupil cumulative records; nature of intelligence: indicators of intelligence, achievement, and aptitude; cognitive development and classification of skills in the cognitive domain; perceptual development and assessment; assessment of specific learning disabilities; techniques for teaching children with specific learning disabilities; assessment of learning styles and human relationships; and planning student program adjustments.

2. Human Relations and Counseling

   The three competencies in this area include (a) the ability to comprehend and communicate effectively in an educational setting; (b) the ability to interact with empathy, respect, specificity, self-awareness, and self-acceptance in an educational setting; and (c) the ability to facilitate attainment of humanistic educational objectives in groups. An example of a related performance objective is the demonstration of ability to comprehend communications, in terms of content and feelings, with students and peers, in a counseling interaction. Curriculum modules cover the following topics: counseling and helping; definition, objectives, and processes; listening for content and feeling; interacting with respect; interacting with empathy; interacting with specificity; integrating basic counseling skills; giving and receiving feedback; self-acceptance and sending "I Messages;" life space analysis and working towards resolution; and planning for group counseling: objectives, leadership, format, and activities.

3. Curriculum Development and Implementation

   Four competencies are specified in this area. These are (a) the ability to plan and organize an instructional system, (b) the development and selection of appropriate curricula for special students, (c) the planning and implementation of appropriate learning activities and teaching strategies, and (d) the selection and development of appropriate resource materials. One performance objective specified is the demonstration of ability to integrate strategies from various sources into a curriculum appropriate to students. Curriculum modules include the following topics:

strategies for promoting individualization of instruction; developing objectives to meet affective, cognitive, and educational needs; teaching basic skills through high interest topics and materials; implementation and evaluation of commercially prepared materials and audio-visual technology and materials.

4. Behavior Management

The following three competencies are defined: (a) the ability to establish and reinforce behavioral values, expectations, and limits in an educational setting; (b) the ability to identify and teach strategies for coping with conflict and frustration in an educational setting; and (c) the ability to develop and use teacher-intervention techniques to manage effectively disruptive school behavior. A related performance objective is the application of operant, surface-management and life-space interviewing principles in problem situations. Curriculum modules cover identifying and meeting the needs of children with emotional and learning problems; alternative approaches to educating children with special needs; clarifying behavior values and limits; strategies for reinforcing behavior values; strategies for coping with frustration and conflict; and intervention techniques for disruptive behavior: surface management, life-space interviewing, and operant procedures.

5. Systems Analysis and Consultation

The three competencies for this area relate to (a) ability through knowledge of systems theory to understand and analyze the operation of the school, family, and community as open systems; (b) ability to use skill and knowledge in conferencing and consulting within and between systems; and (c) ability to use knowledge of education systems and skills in conferencing and consulting to become a more effective resource in a school. An example of a performance objective is the demonstration of the ability to plan and conduct a family conference. Curriculum modules cover analyzing school operations, understanding family and community effects on school functioning, planning and conducting school-family conferences, consulting with and helping other teachers, and designing and implementing educational plans for children with problems. Beginning in 1974-75, the area will be designated "School Resources and Consultation Skills."

Courses are being organized into curriculum modules which include objectives, topics, and learning activities; basic instructional materials; evaluation activities and criteria; and supplemental resources. It is anticipated that modularization will provide greater possibilities for self-instruction and self-pacing of instruction by participants.

Curriculum development was a major goal during 1973-74. In August, 1974, an independent review of the curriculum of the Mark Twain Teacher Internship Program was made. A panel of experts on general education, special education, and competency-based teacher education, with no previous association with the program, conducted a two-day on-site visit. The purpose of the visit was to assess content and delivery of the program relative to the stated program objectives. Prior to arrival, the panel reviewed program documents. During the visit, panel members

met individually and in groups with program staff, participants, graduates, and consumers (principals and pupils). The panel's report appears in Appendix D. Specific comments and recommendations are presented in Section III with the objectives to which they apply.

LEARNING EXPERIENCES AND ACTIVITIES

The 1973-74 Mark Twain Internship Program provided a 41-week training schedule of 75 three-hour seminar sessions and 30 weeks of practice teaching in both Mark Twain School and School-Based Programs. The 10-month learning experience began in late August, 1973, and ended in late June, 1974. Learning components were varied to provide balance in the internship experience and included: (1) seminars, (2) practica, (3) individual projects, and (4) a human relations group.

1. Seminars

Seminars are the basic elements for competency-based instruction in the Mark Twain Teacher Internship Program. Seminars were conducted in each competency area under the direction of the competency area coordinator and involved 15 three-hour group sessions. Each seminar session usually was structured to include content and activities to promote specified knowledge and skills and to review progress on related practicum activities.

2. Practica

Practicum experiences are supervised applied learning situations in which the intern participates directly in activities that are real samples of professional role function and responsibility, including teaching students and providing resource services to staff.

Interns were required to complete 900 hours of supervised teaching in Mark Twain School and Mark Twain School-Based Programs. During the first of three teaching practica, the 1973-74 interns were placed in Mark Twain School for seven weeks. During the second cycle, they spent seven weeks in Mark Twain School-Based Programs placements. The third cycle, occurring after seminar instruction had concluded, was a full-time 16-week practice teaching experience with location arranged on the basis of individual interest and specific training needs.

During practice teaching cycles, the intern was assigned to a particular teaching team, with one member of that team identified as the primary supervisor. The intern and his supervisor sought to develop shared practicum objectives and met regularly to discuss progress and issues related to those objectives. Progress has been made on identifying goals and expectations within each practicum placement site and relating them to competency area objectives.

3. Individual Projects

Interns were expected to pursue at least two areas or units of study that were particularly suited to personal needs and interests. Elective projects were offered in each competency area as well as in a cross-competency area relating to issues in special education and analysis of teaching. Most projects were

developed for application to actual teaching roles. Individual projects were arranged with the appropriate competency learning area coordinator, who supervised the work, and were completed during the final practice teaching cycle of the internship. Each project involved approximately 30 hours of work and resulted in the award of one in-service credit upon satisfactory completion. Interns could elect to carry out a single more extended project for which two credits were awarded. Table 3 lists the projects completed during 1973-74.

4. Human Relations Group

All interns participated in a small self-study group with a trained group leader. The purpose of this laboratory group was to enhance acceptance and awareness of self and others through sharing of professional concerns in a mutually supportive setting. In this context, interns had an opportunity to explore many areas of human relations such as building trust and risk taking, seeking and providing feedback, listening and consulting, transition and separation, and confronting limits and expectations.

The 10-month training period was divided into seven learning sequences, as can be seen in Figure 3. The sequences are designed to keep pace with interns' developmental needs, e.g., beginning with understanding general approaches to helping adolescents and ending with assuming responsibility for providing specialized services to students and teachers.

Practice teaching sequences were followed by periods for review and evaluation. During these periods, interns were expected to demonstrate competencies gained during the sequence, complete instructional assignments, and participate in program and self-evaluation.

DEVELOPMENT OF COMPETENCY EVALUATION METHODOLOGY

A variety of procedures, both formal and informal, were used to assess intern attainment of competency. Validating tasks were presented as part of seminar instruction, as outside assignments, and during review and evaluation periods. In keeping with the model of performance-based instruction, interns were given multiple opportunities to improve performance until reaching acceptable levels. The results of performance measures, along with informal observations, were used by instructors for ratings on seminar performance in the competencies. In addition, interns were rated by each of their three practicum supervising teachers to indicate the extent to which the competency was in evidence at the practicum site. The final practicum rating was weighted and averaged with the seminar rating, producing a final performance rating average for each competency. Final averages were then categorized and competency performance recorded as Highly Effective, Effective, or Needs Strengthening. Finally, Level 5 program staff assigned a consensus rating, weighted equally with the rating from practicum of the extent to which the intern demonstrated the highly valued and encouraged personal characteristics of (1) emotional stability, (2) positive interpersonal relations, and (3) initiative and follow-through. The Intern Evaluation Form is found in Appendix E.

Development of a functional system of evaluating the effectiveness of the program includes determination of (1) a procedure for integrating evaluation data into program modification, (2) the validity and reliability of measurement instruments used, and (3) how program events contribute to competency attainment, in addition to (4) measuring attainment of competencies by interns.

TABLE 3

Individual Projects Completed by Mark Twain Teacher Interns, 1973-74

Title	Related Competency Area	Credits Earned
Multisensory, Multiunit Self-Instructional Spelling Curriculum	Psychoeducational Assessment	2
Typing Curriculum to Improve Reading and Spelling	Psychoeducational Assessment	1
One Week Mini-Units for Teaching Single Concepts	Curriculum Development	1
Resource Unit for Social Studies Instruction on the Yukon/Resource Unit to Teach Spelling Through Coding (Hand Alphabet of the Deaf)	Curriculum Development	1
Multimedia Display of the Services of a Student Resource Center	Systems Analysis	2
Planning and Implementing Group Counseling in School	Human Relations and Counseling	1
Life Space Interviewing for Curriculum Improvement	Behavior Management	1
Planning and Implementing In-Service Course Instruction	Curriculum Development	2
Planning and Implementing In-Service Course Instruction	Psychoeducational Assessment	2
Construction of Innovative Math Instruction Games	Curriculum Development	2
Drama Project to Promote Parent/Student Communication	Systems Analysis	1
Guide for Five-Day Summer Workshop for New School-Based Programs Staff	Systems Analysis	1

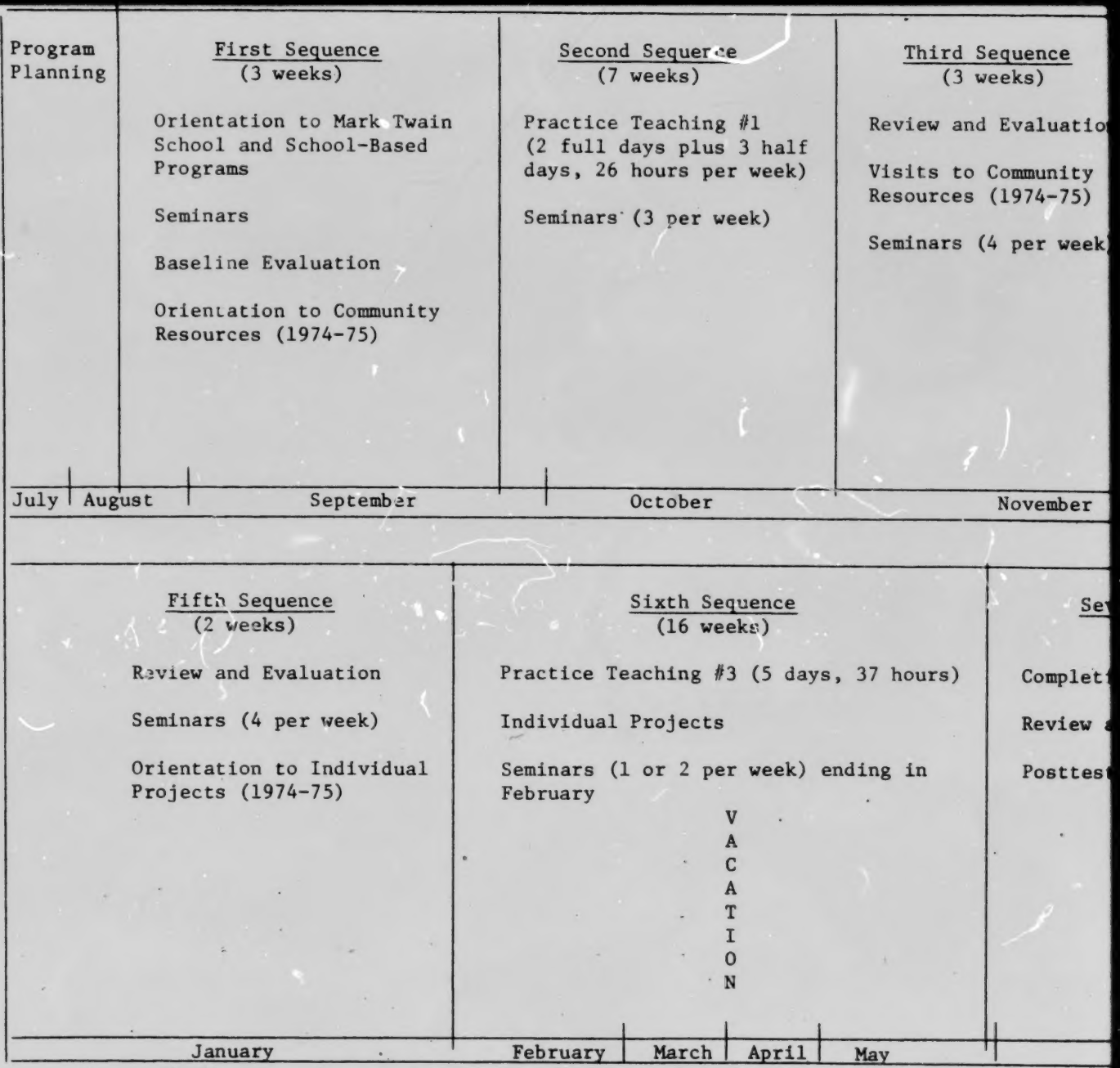


Fig. 3. Mark Twain Teacher Internship Program Schedule, 1973-75

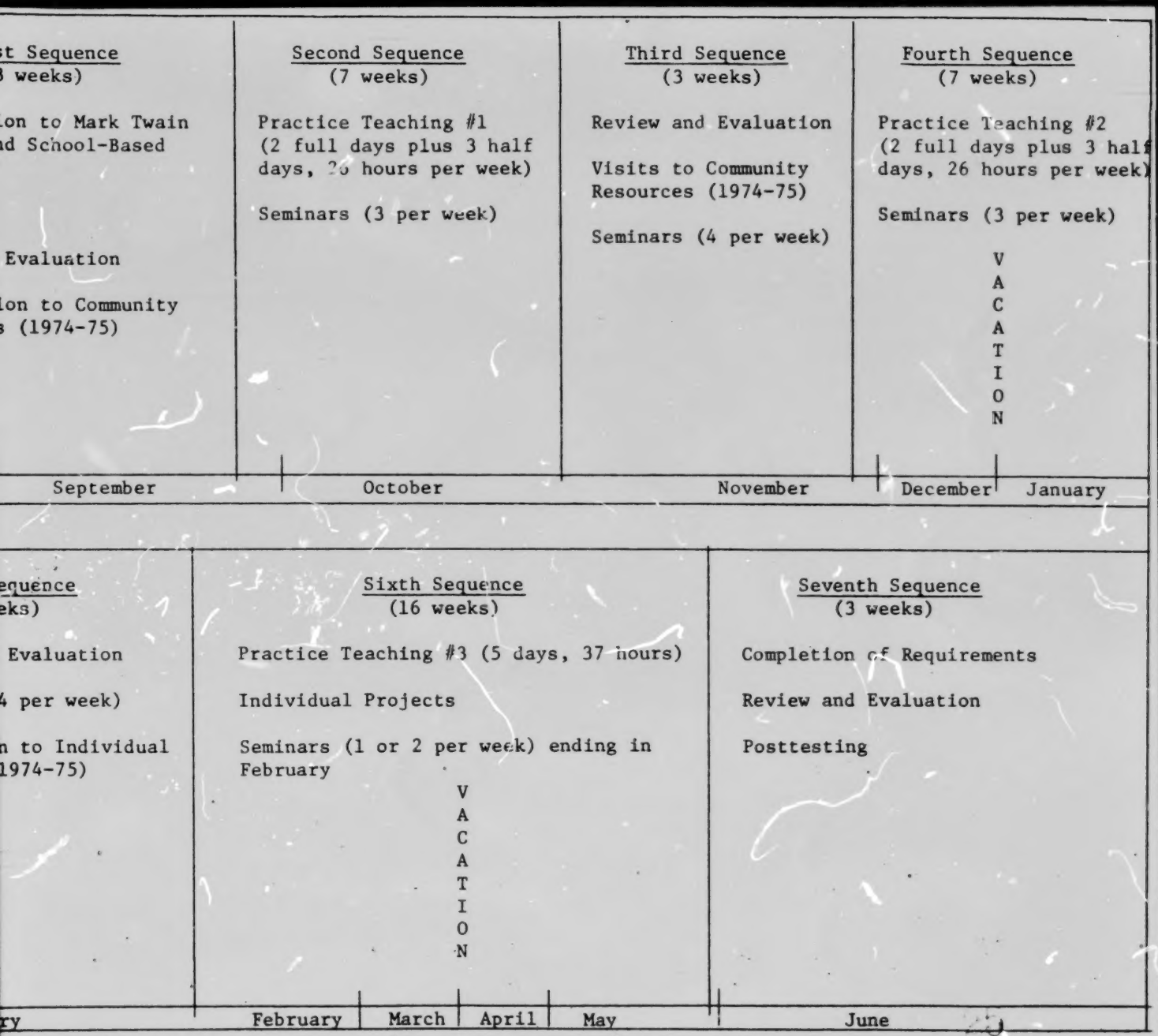


Fig. 3. Mark Twain Teacher Internship Program Schedule, 1973-75

Events were monitored during the year, resulting in continual modification of schedules, instructional format, and requirements. Feedback slips turned in by participants at the end of each seminar session provided information on the content, pacing, and relevance of the session. More detailed feedback was elicited at the last seminar session and during three review and evaluation periods. This feedback was used in conferences between individual interns and the program director and for interaction sessions with interns and program management staff. Discrepancies between stated or desired objectives and actual practices were identified, with action recommended to reduce them. Throughout the year an intern representative was present at the weekly meetings of the Level 5 management staff. As an example of program modifications resulting from participant feedback, two-credit elective projects were instituted when it became evident that the great amount of effort involved and the lasting value of some of the projects was far in excess of what was initially anticipated. To establish a frame of reference for evaluating intern performance during practica, the interns (with the help of the program director) compiled a list of competency-related activities; this list has been adopted as an illustrative guide to the kinds of classroom behaviors that would indicate competencies. A program of orientation to community resources for teachers and visits to nearby facilities is being reemphasized as the result of strong expressions of the usefulness of these activities by former interns.

Progress was made on the development of teacher-made tests of competence. Some specific task was required, as a demonstration of either skill or knowledge, for most of the stated performance objectives. Discrimination of graded learning activities from assessment tasks was emphasized. Instruments developed during the 1972-73 year were evaluated (MCPS, 1974). Because the report was not completed prior to the 1973-74 program year, results of the formal evaluation could not be used fully in modifications; they are expected to have a greater influence on instrumentation used for 1974-75. Significant progress was made in the institution of measurement of some specific teaching behaviors under actual classroom conditions in practicum for validation of related performance objectives. The development of independent validation at the competency level of related instructor-made performance objective criteria did not progress as far as desired; it remains an evaluation goal to be implemented as feasible.

During the 1972-73 internship year, instruments were developed to test the validity of the program and its relevance to the performance of various roles in the teaching of adolescents with special needs. These include: 1) a critique of the instructional program by the interns (Appendix F), 2) a critique of the relevance of training and effectiveness of use of program competencies by graduates who have been employed for more than a year in Mark Twain Programs, and 3) a critique of the relevance of program competency objectives and graduates' on-the-job effectiveness by their supervisors (Appendix G). In addition, pre- and post-internship inventories provided indications of group shifts in values and attitudes toward adolescents, student behaviors, teaching, and self. These instruments were used in 1972-73 and, with some modifications, will be used again in 1974-75 as continuing documentation of program validity. They are described in Appendix H.

Assessment of progress toward meeting program goals has been directed, to date, by the Evaluation Plan of 1972-74; a revision of the plan will be completed in 1974-75 to address goal development. The design and implementation of program evaluation for 1972-73 was subjected to an independent audit; reports were distributed to the funding agency and to MCPS by the auditor. It was judged to be

"both comprehensive and internally consistent" and "representing a high water mark in the evaluation of a school-based staff training program." The following areas were noted as needing attention: increasing the usefulness of ongoing process information to staff; delineation of staff functions for assessing faculty performance; and implementation of the changes in program which are implied by evaluation. The audit concluded with the comment that "it qualifies along with a very few competency-based programs in the country as a rigorous and determined effort to both measure and improve a teacher training program." The entire audit report appears in Appendix A.

STAFF DEVELOPMENT

Inherent in the concept of the Mark Twain Programs is the conviction that student growth and progress hinges upon the skill, sensitivity, and flexibility of the faculty. Service to pupils is thus seen as inseparable from staff development. The ultimate goal of the Mark Twain Teacher Internship Program is to develop open, mutually supportive, resilient, effectively coping educators who can, through words and actions, truly sustain a "humanizing educational environment" both for themselves and their students.

The Staff Development Program began with a six-month institute for the staff of the Mark Twain School from July 1, 1971, to January 14, 1972. This institute provided a base from which Mark Twain is expanding its continuing education mission for educational personnel throughout the school system as well as for its own staff. Of the 38 participants in the 1971-72 institute, 37 became the staff who opened the Mark Twain School, 32 of whom were still employed in Mark Twain Programs in 1973-74. Seven of the eight 1972-73 interns are employed either in Mark Twain School or in School-Based Programs. Of the eight 1973-74 internship graduates, seven have accepted positions in Mark Twain Programs, three in Mark Twain School, and four as SRT's in school-based programs. The eighth graduate has accepted a position to teach first and second grade children with learning problems in a regular MCPS elementary school. Mark Twain Teacher Internship Program graduates are now employed across multilevels of the MCPS continuum of educational services. Also of note, of the 80 professional staff within Mark Twain School and School-Based Programs, almost 50 participated in internship program instruction.

Montgomery County Public Schools, through the State of Maryland, has approved the program for the awarding of in-service credits toward professional development, salary improvement, and additional certification in special education for originally certified teachers. In 1973-74, 15 in-service credits of instruction were offered to interns through seminar courses. Fourteen in-service credits were awarded for completion of practice teaching (900 hours) in both Mark Twain School and School-Based Programs. One- or two-credit individual projects and the one-credit human relations group brought the core competency-based curriculum to 32 in-service credits as shown on Table 4.

The seminar courses, each carrying three in-service credits, were opened as individual in-service courses during the fall semester to Mark Twain Programs faculty and, in the spring semester, to other interested MCPS staff. Total enrollment in the five basic seminar courses for in-service credit was 47 for Mark Twain Programs staff (not including interns) and 66 for other MCPS staff. For the 1974-75 program year, a series of workshops and minicourses is being developed to meet the needs and interests of a wide range of MCPS staff serving the children of the county.

TABLE 4

In-Service Courses and Credits for the
Mark Twain Teacher Internship Program

Competency Area	Instructional Component	Credits		
		1972-73	1973-74	1974-75
Psychoeducational Assessment and Programming	Psychoeducational Assessment Seminar	3*	3*	3*
	Psychoeducational Assessment Project	1	1-2	1-2
Human Relations and Counseling	Individual and Group Counseling Seminar	3*	3*	3*
	Counseling Project	1	1-2	1-2
	Techniques in Human Relations	1*	1*	1*
Curriculum Development and Implementation	Curriculum Development and Implementation Seminar	4*	3*	3*
	Curriculum Project	1*	1-2	1-2
Behavior Management	Behavior Management Seminar	3*	3*	3*
	Behavior Management Project	1	1	1-2
	Adolescent Development Seminar	1*	-	-
Systems Analysis and Consultation	Systems Analysis and Consultation Seminar	3*	3*	3*
	Systems Analysis Project	1	1-2	1-2
Cross-Competency		(600 hrs)	(900 hrs)	(900 hrs)
	Practice Teaching	10*	14*	14*
	Issues in Special Education	1* - 3	1	1
	Analysis of Teaching Minicourse	1	1	-
	Adolescent Life Space Experience	1	1	1
Number of Credits required for graduation		30	32	32

Notes: 1. Required credits indicated by asterisks.
2. Two elective credits required.
3. Maximum credits attainable = 34.

Levels 1 through 6 of the MCPS continuum now employ teachers who have participated in the internship program or in some of its core courses. MCPS, by directing Mark Twain Programs to develop staff as well as students, has created a useful mechanism for self-renewal.

PROGRAM MANAGEMENT AND BUDGET

Administrative Structure

The Mark Twain Teacher Internship Program is sponsored by the Montgomery County public school system. Figure 4 shows the various administrative levels within the school system which either have formal responsibility for the Mark Twain School and its Teacher Internship Program or serve in an advisory capacity. The internship program is directed by the Mark Twain supervisor of staff development who reports to the principal of the Mark Twain School. The principal reports to the associate superintendent for administration of MCPS. The organizational structure within the program can be seen on Figure 5.

Management and Accountability

Day-to-day decision-making on internship program content and delivery is the responsibility of the program director and the Level 5 management group, the highest level of staff responsibility. (See Figure 2.) This group consists of the program director, coordinators of the five competency areas, coordinators of Mark Twain School and School-Based practica, and the coordinator for evaluation and research.

Program Budget

The Mark Twain Teacher Internship Program has been sponsored by Montgomery County Public Schools and supported by federal and county funds. The two-year developmental program budget for FY 73 and FY 74 totals approximately $156,500. In addition, Montgomery County Public Schools paid between 50 and 60 per cent of the regular salaries of contracted staff (twelve of sixteen interns for those two years). The 1972 six-month Mark Twain Staff Development Institute had been funded by a federal grant for a budget of $47,083. As an innovative project, the Mark Twain Program had to be especially attentive to program development, evaluation, and to public relations aspects. Funds for instructional salaries for evaluation and for public relations (communications assistant) constituted 17 and 12 per cent, respectively, of the total budget. Table 5 presents the total program budget for the two-year federal grant period, July 1, 1972 to August 31, 1974.

As a result of having established a successful program during the two years of federal funding, the Mark Twain Teacher Internship Program is to be entirely supported by the school system. Montgomery County Public Schools will be able to maintain this new program in Mark Twain School on an additional budgeted cost of $14,180 for FY 75. This budget provides support for the in-service faculty, consultants, office and instructional supplies, and travel. Salaries for the supervisors of staff development (70 per cent time) and evaluation and research (10 per cent time), teacher specialist (50 per cent time), communications assistant (20 per cent time), secretary (50 per cent time) and part-time evaluation and research personnel of approximately $38,000 also will be paid by school system funds.

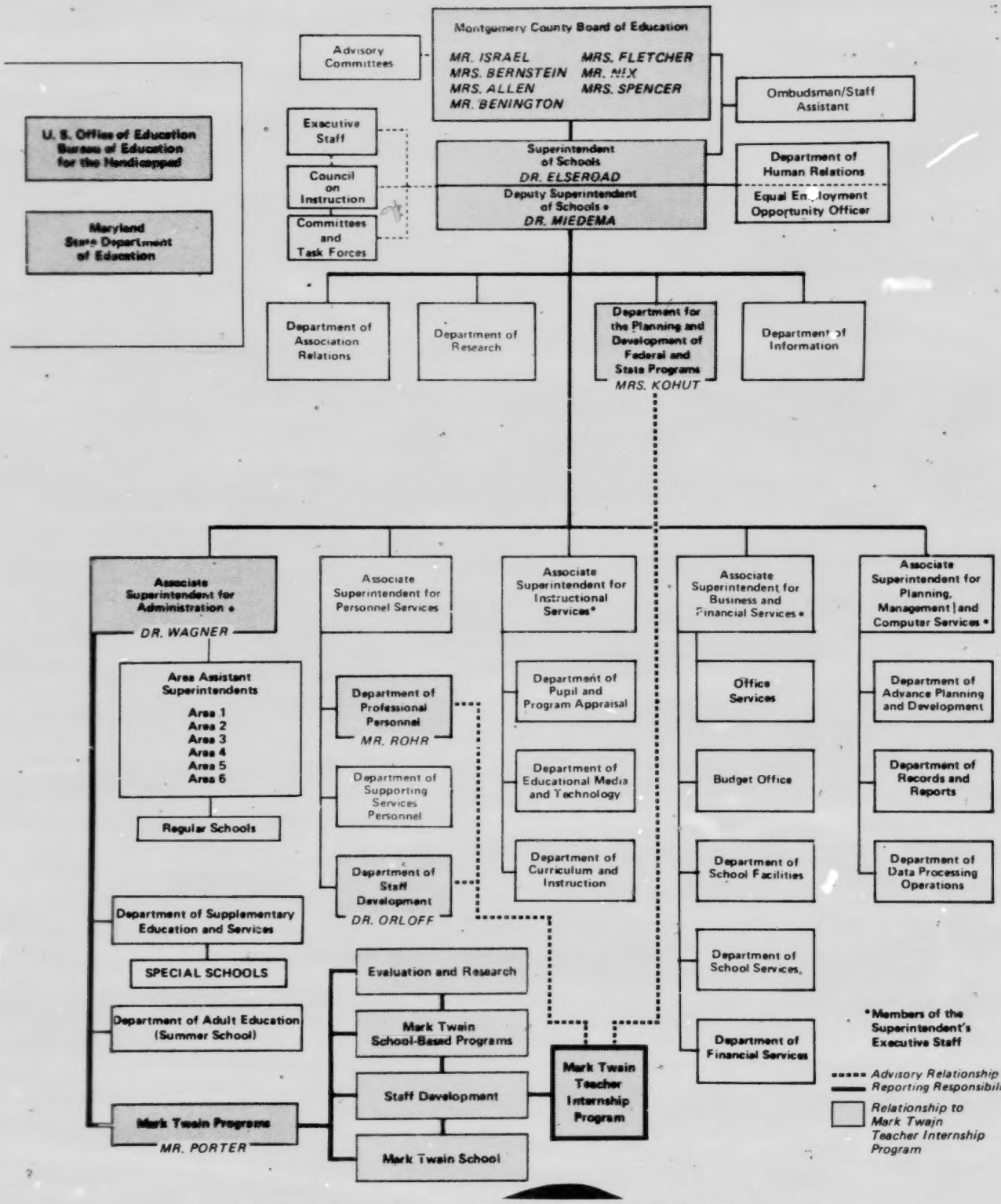


FIG. 4. ORGANIZATION OF MARK TWAIN TEACHER INTERNSHIP PROGRAM WITHIN MCPS, STATE AND FEDERAL DEPARTMENTS

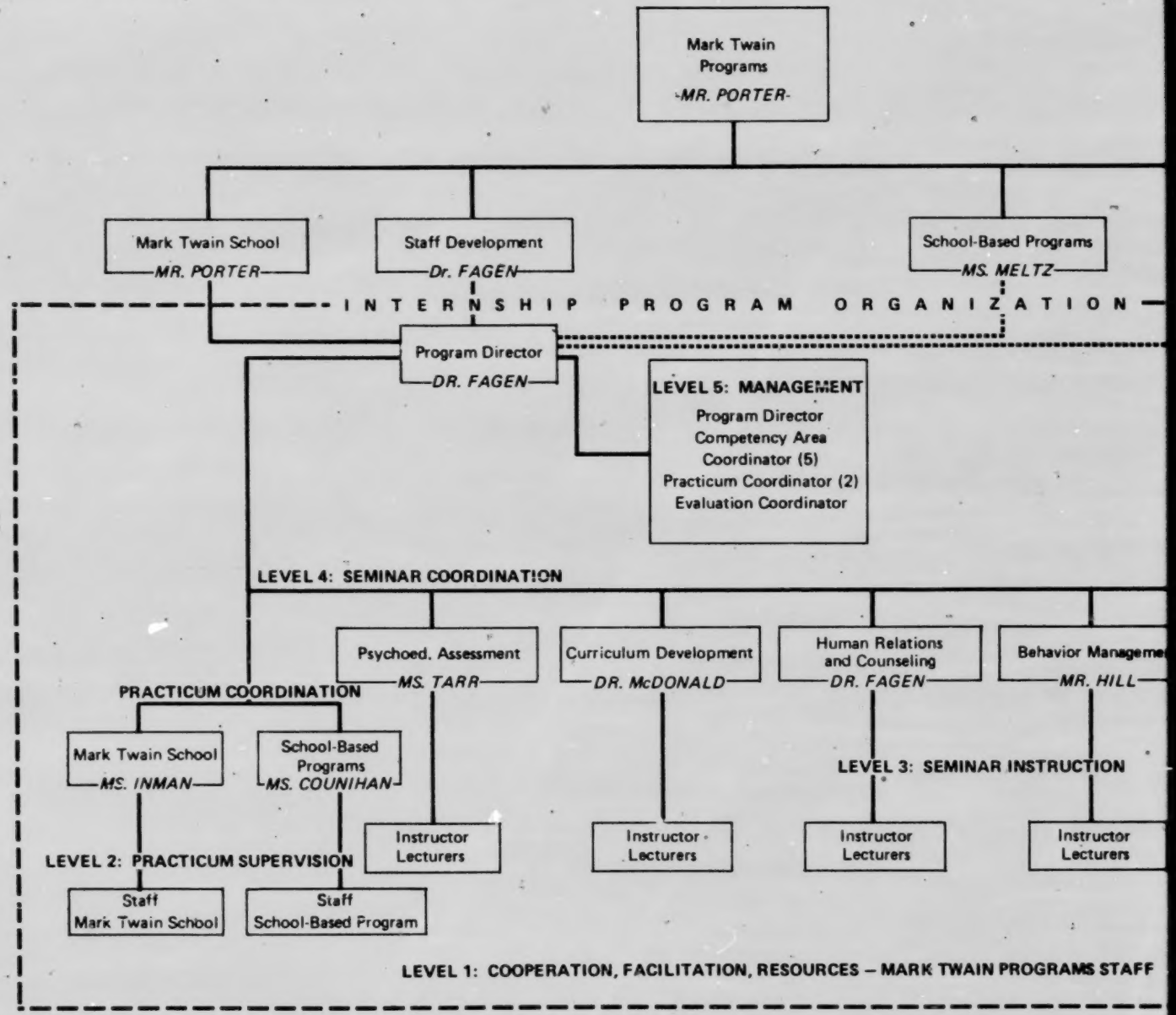
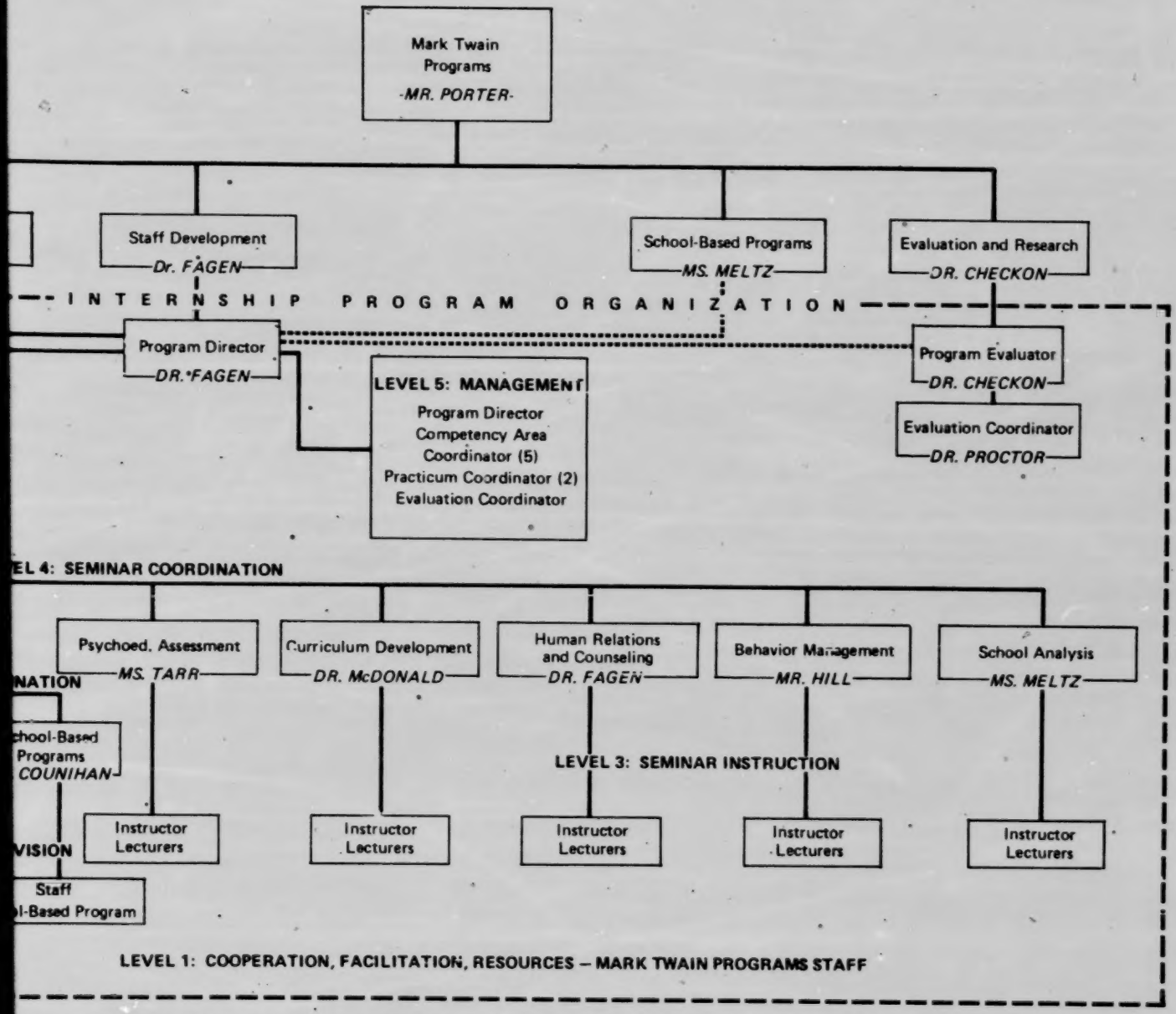


FIG. 5. ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM, 1973-74



5. ORGANIZATION CHART OF THE MARK TWAIN INTERNSHIP PROGRAM, 1973-74

TABLE 5

Mark Twain Teacher Internship Program Budget, FY73 and FY74

Category	Local Funding	Federal Funding	Total
Instructional Salaries	35,092	81.388	116,480
Supervisor of Staff Development (70% time)	26,994	-	
Supervisor of Evaluation and Research (20% time)	8,098	-	
Teacher Specialist		13,014	
Communications Assistant		18,671	
Secretary		9,052	
Professional Part Time			
Evaluation and Research		18,216	
Staff Development		5,246	
Instruction		17,026	
Support Service, Part Time		163	
Other Instructional		27,855	27,855
Consultants		9,000	
Supplies and Materials		6,065	
General		4,500	
Staff Development and Travel			
Out-of-state Travel		4,300	
Local Travel		1,000	
Tuition		1,100	
Furniture and Equipment		1,890	
Fixed Charges: Fringe Benefits	4,562	7,635	12,197
Total	39,654	116,878	156,532

III. EVIDENCE OF ATTAINMENT OF OBJECTIVES

This section will review and evaluate the evidence of attainment of the six program objectives designed to meet the primary program goal, the establishment of Mark Twain School as a specialized staff development center for the preparation and continuing development of personnel to work in educational programs serving preadolescents and adolescents with special needs. The six program objectives are:

Objective 1. To identify and establish a teacher-education faculty for the Mark Twain teacher-development center

Objective 2. To develop processes and procedures for recruitment and selection of teacher interns

Objective 3. To develop a competency-based teacher-development curriculum

Objective 4. To implement the learning experiences and activities that will ensure participant attainment of competency in five specific areas

Objective 5. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills for five specific teacher competency areas

Objective 6. To increase the number of trained personnel serving emotionally handicapped children

These objectives were developed in planning the Internship Program based on the experience of the Mark Twain Staff Development Institute and, with the development of corollary evaluation objectives, serve as the basis for evaluation of the Mark Twain Teacher Internship Program.

OBJECTIVE 1

Program Objective. To identify and establish a teacher-education faculty for the Mark Twain teacher-development center

Evaluation Objective. To assess faculty qualifications to determine if they are sufficient for performing functions and duties

Evidence of Attainment of Objective 1

A. Professional Preparation and Previous Experience of the Mark Twain Teacher Internship Staff

Responsibility for the Mark Twain Teacher Internship Program is a continuum with major involvement and accountability for both planning and instruction at Levels 5 and 6. (See Figure 2.) The professional preparation and previous experience of staff at these levels is given in Appendix B. Of the eleven staff members at these levels, eight have advanced degrees, four at the master's, and four at the doctoral level. Eight, including all learning area coordinators, are involved in supervisory or instructional aspects of the Mark Twain School or the Mark Twain School-Based Programs. Three are experienced in university teacher education programs.

B. Periodic Intern Feedback

Throughout the year interns commented regularly on the events of the week in seminars and in practicum settings. Feedback forms requested specific indications of activities, the content and pacing of instruction, and suggestions for improvement of various aspects of the program. Completed forms were circulated to seminar and practicum coordinators, as appropriate, and used as formative evaluation of program and instruction. Feedback on faculty performance also resulted from "Rap" sessions held during each of the three Review and Evaluation periods when interns and Level 5 staff met for two-to-four-hour discussions to exchange opinions on program content and processes and how to improve them.

As the result of feedback from 1973-74 interns, the faculty has established continuous evaluation and feedback of intern performance as a priority improvement objective for 1974-75. Also, biweekly meetings of the supervisor of school-based programs and interns have been instituted during the 16-week school-based practicum. Feedback concerning practicum supervision and coordination resulted in (a) clarification of the practicum coordinator's role as facilitating rather than evaluative (except for special instances when the coordinator must assume supervisory responsibilities for an intern) and (b) increased emphasis on intern evaluation by practicum supervisors based on performance contracts with interns.

C. Summative Ratings of Faculty Effectiveness by Interns

Procedures developed during the 1972-73 internship period for participants to assess faculty performance were implemented at the conclusion of 1973-74 seminar instruction. Interns and MCPS in-service course participants responded anonymously to a questionnaire designed to elicit their opinions about several aspects of the program. Questions 1-12, 18, and 21-b refer specifically to instruction. Since the information was to be used for program revision and improvement, answers were requested separately for each competency seminar area. In general, interns responded favorably to questions about faculty performance. As with the previous year's participants, greatest satisfaction was expressed in response to items on instructor availability, helpfulness, and preparation. Ratings of the 1973-74 interns and of the MCPS spring in-service course participants tended to run from one-half to one point higher on the 5-point scale than those of the 1972-73 group. The average rating of the teaching skill of instructors (Q. 18) was 4.3 as compared to 3.4 for the previous year; the average rating on the effectiveness of instruction (Q. 21-b) was 4.2 as compared to 3.5 for the previous year. Average ratings by MCPS spring in-service course participants was 4.3 for each of these same questions. A summary of ratings can be found in Appendix F.

D. Summative Ratings of Faculty Effectiveness by Graduates

In June, 1974, Mark Twain Programs staff who had been participants in the 1972-73 teacher internship program were asked to respond to a questionnaire designed to elicit their opinions of the effectiveness of their training. After performing for a year in the roles for which they were trained, graduates rated, among other aspects of the program, the skill and helpfulness of instructors, the effectiveness of seminar instruction and the effectiveness of practicum supervision (Q. B-2 and Q. B-4c). Ratings for skill of instructors and the effectiveness of seminar instruction averaged 3.7 and 4.0 on a scale of 1 to 5, an increase over the average ratings of 3.4 and 3.5 made by the same teachers at the conclusion of their training in June, 1973. Rating of practicum supervision by graduates of the 1972-73 program was 3.6; no ratings were obtained by the 1973-74 graduates on this question. Summarized ratings are shown in Appendix G in the form in which they were presented to the graduates for discussion at a reunion held in July, 1974.

E. Judgment of Experts

A panel of independent experts commented on faculty performance in the course of reviewing curriculum content and delivery. The staff was commended for its

enthusiasm, dedication, and initiative in establishing and attempting to maintain an innovative project. Analysis of the management and instructional processes led the panel to recommend the 1) use of a greater variety of instructional modes, including self-pacing and self-instruction by interns and greater use of technological resources; 2) better utilization of the skills of seminar leaders; and 3) greater provision for staff assessment, improvement, and self-renewal. See Appendix D for the panel's report.

Discussion and Recommendations

Formative assessment of faculty performance by means of periodic feedback from participants while in program was highly favorable and led to constructive changes in program schedules, activities, and role functions. Summative assessment from participants at the conclusion of training and from graduates who had been on the job for a year was favorable. The 1973-74 interns rated faculty effectiveness higher than did the 1972-73 interns. The 1972-73 graduates rated faculty effectiveness higher after one year on the job than they did at the conclusion of training.

The program management staff recognized the difficulty of determining specific criteria for faculty role qualifications with the resources currently available. Both the independent evaluation audit (Appendix A) and the curriculum review panel report (Appendix D) acknowledged the lack of rigorous specification and evaluation of faculty qualifications. A number of recommendations made by these independent reviewers already had been addressed by the planning and management staff and scheduled as goals for 1974-75. Most prominently, these relate to 1) delineation of job functions to guide assessment of faculty qualifications and role function and 2) relief of primary instructional staff from work overloads.

In order to accelerate progress toward attainment of Objective 1, the following recommendations are made:

Delineation of categories of staff qualifications and job-related competencies, e.g., effectiveness of presentation; success in the field; adequacy of training; personal characteristics; knowledge and use of appropriate and necessary theory, strategies, techniques, and materials; commitment to teacher training.

Establishment of criteria to assess the match of faculty and function based on the above.

Increasing opportunities for trainees to become trainers.

OBJECTIVE 2

Program Objective. To develop processes and procedures for recruitment and selection of teacher interns

Evaluation Objective. To assess the effectiveness and feasibility of the recruitment and selection processes

Evidence of Attainment of Objective 2

A. Feasibility and Effectiveness of Recruitment

Recruitment for the 1973-74 internship began in February, 1973. In addition to periodic announcements of the program in the Superintendent's Bulletin, a weekly publication going to all MCPS employees, presentations were made to nine selected MCPS groups. Three orientation sessions were held at Mark Twain School to publicize the program and to invite applicants. Recruitment efforts for 1973-74 elicited 25 applicants, 9 of whom withdrew their applications, one after Phase II selection.

Recruitment efforts for 1974-75 began in February, 1974. In keeping with the recommendations of the evaluation of the previous year, a more intensive campaign was mounted to reach all possible prospects. Announcements were placed in the MCPS Superintendent's Bulletin. Current interns participated in presentations to selected MCPS groups and in orientation sessions at Mark Twain School. School-Based Mark Twain Programs staff were enlisted in publicizing the program at their schools. Every Montgomery County public school principal was sent information on the internship program with a letter requesting his cooperation in informing his teachers about the program. Twenty-five applicants resulted from the recruitment efforts for 1974-75. Of these, two withdrew their applications before decision by the selection committee and three after selection. Table 6 shows final disposition of applicants for Mark Twain Teacher Internships.

B. Feasibility and Effectiveness of Selection

The selection process for interns required completion and review of personnel data, applications, and references, as well as group and individual interviews. Of the 25 applicants for the 1973-74 internship, 8 were accepted, 7 were not recommended, and 1 was recommended for reapplication the following year. Of 25 applicants for 1974-75, 10 were recommended and accepted, 1 was recommended but not approved by MCPS Department of Personnel, and 9 were not recommended. Five withdrew their applications, 3 after Phase II acceptance.

Discussion and Recommendations

The recruitment procedure for 1972-73 had proved less effective than desired, resulting in only 21 applicants, 6 of whom withdrew their applications prior to decision by the selection committee and one after selection. Earlier and more extensive recruitment efforts for 1973-74 resulted in 25 applicants, 9 of whom withdrew; one after Phase II selection. This high rate of withdrawal of applicants suggested some lack of clarity of information provided in recruitment efforts, particularly since the reasons stated for withdrawal were primarily financial and degree-related.

The intensive information dissemination program conducted for 1974-75 recruitment resulted in 25 applicants, only 2 of whom withdrew prior to selection decision and 3 after selection. The reduction in withdrawals is seen as evidence that recruitment efforts reached more viable candidates and provided them with the information needed for realistic decisions concerning their candidacy.

TABLE 6

Final Disposition of Applicants for
Mark Twain Teacher Internships

Disposition	1972-73		1973-74		1974-75	
	MCPS	Non-MCPS	MCPS	Non-MCPS	MCPS	Non-MCPS
Recommended and Accepted	6	2	6	2	8	2
Recommended but not Accepted[1]	-	-	-	-	1	-
Not Recommended	3	2	4	3	6	3
Withdrew After Selection[2]	1	-	-	1	2	1
Withdrew Before Selection[3]	4	2	7	1	2	-
Recommended for Reapplication Next Year[4]	1	-	-	1	-	-
Total	15	6	17	8	19	6

1. Request for assignment to academic leave was not approved by Department of Professional Personnel because applicant was needed to perform duties as assistant principal
2. Most frequent reasons given: commitment to present position; leaving area as result of spouse's reassignment
3. Most frequent reasons given: financial; no M.A. degree
4. Insufficient teaching experience

The enrollment of 10 applicants as interns for 1974-75 meets the requirement of the preliminary evaluation plan for evidence of successful recruitment and selection. As recommended in the report for the previous year, selection standards were maintained and complete procedures followed. The selection process, while lengthy and time-consuming, does indicate a high degree of commitment on the part of both applicants and staff. Although there is no way of knowing how well those who were not recommended for internship would have performed, it is apparent that those selected each year have successfully completed an intensive and demanding program.

If current explorations into authorization for awarding of the M.A. degree upon successful completion of the program prove fruitful, the feasibility of recruiting candidates who meet high selection standards should be even greater. Present evidence, nevertheless, indicates that the objective of feasible and effective recruitment and selection of interns for the Mark Twain Teacher Internship Program is being met.

OBJECTIVE 3

Program Objective. To develop a competency-based teacher development curriculum.

Evaluation Objective. To assess the adequacy of the multicompetency teacher education curriculum for its comprehensiveness and internal consistency.

Evidence of Attainment of Objective 3

A. Judgment by Program Staff

Competency area coordinators continuously reviewed and revised the curriculum through weekly group planning sessions. Learning outcomes based on priorities generally recommended in the literature for teachers of special students were specified for five learning areas in terms of 15 competency statements. Each competency is defined by statements of performance objectives, and these statements are further defined by statements of behavioral objectives. (See Appendix C.) Documentation of the curriculum has been obtained through session-by-session descriptions which include topic, instructor(s), learning activities, resource materials, evaluation criteria, related performance objectives, and behavioral objectives.

The primary curriculum goal of the program staff during 1973-74 was continued progress toward the competency-based model. The match of training objectives to competency statements was again reviewed. Steps were taken to modularize seminar content to facilitate instruction for a specific competency or group of competencies. Cyclical feedback from practicum supervisors and participants and surveys of graduates and their supervisors were solicited and used as appropriate in revision of course content and delivery.

B. Judgment of Participants

In addition to cyclical feedback from seminar participants on the content and delivery of each session, intern self-evaluation of curriculum competencies and completion of a form eliciting individual reflections on their experiences were measures assessing the adequacy of the curriculum. Median ratings of intern pre-post training self-evaluations increased significantly from 2.5 to 4.5 points (on a 7-point scale) for all items. Average increases were equally great across all learning areas. Individual reflections were requested from interns in August, November, February, and June of the 1973-74 program year. Opinions about progress toward personal goals and expectations as well as general thoughts and feelings on the strengths and weaknesses of the program were sought. Comment was favorable, with support from staff and other interns and experiences with children being mentioned most often as program strengths. Slow feedback on task evaluations was cited most frequently as a weakness. Increased feelings of professional competence, greater self-confidence, and heightened self-awareness were consistently mentioned. Typical of many summary remarks are the following: "I have learned about my strengths and weaknesses and how to put my strengths to work for me." "I now feel I can deal with adolescents successfully because of my training and practicum experience." "There is more 'caring' here than anywhere else I know of ... I feel trusting and trusted."

At the conclusion of courses, seminar participants responded to a questionnaire about the instructional program. Evidence related to instruction and effectiveness of instructors were presented above with Objective 2. Interns rated scope of seminars and amount of material covered (Item 13), difficulty of material (Item 15), emphasis placed on theoretical considerations (Item 17a), and on practical aspects (Item 17b). Mean ratings across learning areas were 3.3, 2.9, 3.3, and 2.9, respectively, on a scale of 1 (not enough) through 3

(about right) to 5 (too much). Mean ratings across learning areas on the usefulness of skills taught (Item 20) and overall value of seminars (Item 21a) were 4.2 and 4.3 respectively on a scale of 1 (poor) to 5 (excellent), a considerable increase over the ratings of 3.5 and 3.4 of the previous year. Comparison of the ratings made on these items by participants in the fall schedule of seminars limited to interns and Mark Twain Programs staff with those made in the spring by a general enrollment of MCPS staff shows almost identical mean ratings across learning areas. However, interns and Mark Twain Programs staff rated somewhat higher than MCPS staff on the Systems Analysis course, somewhat lower on the Curriculum Development course. Appendix F shows mean responses by competency learning area for all groups, and also, some frequently cited most and least effective learning experiences in 1973-74.

C. Judgment of Graduates and Their Supervisors

Responses to a questionnaire by 1972-73 graduates after performing on the job for a year were tabulated and compared to their ratings of the program at the conclusion of training. While ratings of all aspects of the program were moderately favorable (3.0 to 3.6) in June, 1973, they were markedly higher (3.6 to 4.1) in June, 1974. Former interns were asked to rate the relevance of the 15 competencies which are the learning goals of the program, and also, their effectiveness in role performance. Their principals or supervisors were asked to make the same ratings. Interns' self-evaluations were almost identical to the evaluations of them by their supervisors on each item. Both groups rated all competencies as highly relevant, with the principals noting somewhat higher ratings on relevance for assessment and programming competencies, somewhat lower ratings for interpersonal and facilitating competencies, than the graduates. These results can be seen in Appendix G.

D. Judgment by Experts in the Field

The Maryland State Department of Education examined the curriculum of the 1971-72 Mark Twain Staff Development Institute and the Mark Twain Teacher Internship Program. Both programs were accepted as leading to endorsement of the participants' Maryland professional certificate in the area of special education. Participants also earned at least 30 in-service credits for successful completion of the training program. The five basic learning area courses--Phychological Assessment and Programming, Human Relations and Counseling, Curriculum Development and Implementation, Behavior Management, and Systems Analysis and Consultation--were submitted to the MCPS Division of Career Programs for accreditation as individual in-service courses. Approval was granted in 1973 for awarding MCPS personnel with three credits for each completed seminar course.

A summative evaluation of the competency-based teacher development curriculum was accomplished during a two-day on-site visit of an independent panel of experts on general, special, and teacher education. The panel's report can be seen in Appendix D. Congratulating the program planning and instructional staff for successfully implementing a valid competency-based teacher education program, the panel noted the following: the internship has a "real world approach focusing upon a specific job description and ... role," and "the competency-based aspect of the program is timely; the attempt to develop a competency-based component dealing with the affective domain is a forerunner in educational practice."

The experts addressed comments and suggestions to specific areas:

1. Competency Specification. The five learning areas were found to represent the necessary components for training personnel to work with adolescents having special needs. Some areas (Psychoeducational Assessment and Curriculum Development) could be strengthened by greater depth and intensity. Certain topic areas should be added (e.g., prevocational curriculum) or expanded (e.g., group counseling). The panel recommended the 1) elimination of overlap in statements of competencies, 2) institution of a system of "expert" advisors to consult with learning area coordinators on the further delineation of competency statements, 3) consideration of objectives which are met specifically in practicum, and 4) clearer communication of the competencies to be gained to the interns prior to instruction.

2. Instruction. Findings of the panel relative to faculty performance were discussed with Objective 1. Panel recommendations for improving the instructional process included 1) study of the process by the faculty as a group to find ways to use the technical resources of Mark Twain School, to reorder content into more manageable units, and to integrate seminar and practicum experiences; 2) self-pacing of both seminar and practicum activities as soon as procedures can be formulated; and 3) rotation of interns through a greater variety of practicum settings for experience with different models.

3. Competency Assessment. Assessment of competencies was found to be related to stated learning objectives and in most cases precisely delineated. The panel recommended 1) greater use of the natural setting, 2) greater consistency among those responsible for determining when competency is attained, 3) more immediate feedback on individual performances, and 4) a deliberate effort to match competencies to be attained with a particular practicum site.

4. Human Relations. The strong emphasis in the program on human relations was found to be evident in the warmth and concern of people for each other. However, the panel did see some resentment by interns of certain aspects of the program. It was recommended that self-pacing, self-instruction, and inclusion of interns as "trusted" and "worthy" participants in a "team effort" would be highly desirable.

5. Program Management. As was noted under Objective 1, management of the program was seen to be well defined except for "the provision for staff assessment and improvement and some time for self-renewal." The panel recommended 1) use of a resource center retrieval of materials system; 2) elimination of duplication of objectives and finding of more efficient training strategies; 3) analysis of the practicum experience to clarify process and verification and evaluation of competencies; 4) inclusion of a component to develop competencies for training other teachers; and 5) establishment of a cooperative working relationship with a local college or university for new ideas, continuous consultation, and perhaps, a master's degree. Finally, it was recommended that the program attempt to move from an experimental, minimally funded, pilot project to one with adequate

funding, resources, and personnel. Greater public dissemination through articles, conference appearances, etc., of the program's "many outstanding features" was strongly encouraged.

Discussion and Recommendations

Development of the competency-based curriculum was a major goal of the 1973-74 internship year, and evidence presented above supports progress made toward attainment of that goal. A number of modifications in content and delivery resulted from suggestions of staff, participants, graduates, consumers, and outside advisors. These ranged over the entire training spectrum from learning objectives statements to consideration of changes in assessment procedures. Among specific actions taken were 1) use of a practicum activities reference list to guide practicum evaluation, 2) institution of two-credit elective projects, 3) reinstatement of visits to other special education facilities and helping agencies, 4) modification of procedures for practicum placement and orientation of supervisors, 5) some revisions of learning area descriptions and content, 6) weekly group meetings with the supervisor of school-based programs for interns doing a 16-week school-based practicum, and 7) institution of a faculty advisor system on request of an intern. Techniques of identifying needs for change through periodic feedback have proved adequate and have led to implementation of the changes.

The curriculum review by a panel of experts constituted a major assessment of attainment of the program curriculum objective and its corollary evaluation objective. The findings and recommendations of the panel were cogent and succinct and will provide useful guidance in advancing the model. Nevertheless, they must be considered in light of the limitations common to short-term site visits: 1) it is impossible to completely inform even so diligent a group of the numerous and complex facets of a program; 2) some misleading impressions arising from the biases of individuals or the limitations of time, understanding, and energy are inevitable; and 3) judgments may be made on past performance and neglect modifications already in process.

A number of the panel's recommendations were recognized by the staff and are being implemented: 1) previous participants (10 a year) are being trained as trainers to co-teach seminars, relieve primary instructional staff, and take in-service courses and workshops into county schools; 2) course modules in group counseling and teaching of reading are under development; 3) institution of a continuing outside advisory panel is being explored; and 4) negotiations are in progress with area universities and the Maryland State Department of Education to obtain a Master's degree for successful completion of the program. Additional panel recommendations must be considered as longer-range goals, given the realities of funding and personnel. These include 1) packaging of materials to utilize the technological resources of Mark Twain School and allow self-pacing of instruction; 2) establishing of criteria and procedures for complete competency assessment in the classroom; 3) acquisition of sufficient funds to provide for additional personnel and equipment needed to implement fully program goals. Still other recommendations, such as complete individualization and self-pacing of program, might alter the character of the program to an extent unacceptable to program staff.

To improve curriculum content and delivery and implement the review panel's suggestions as feasible, it is recommended that:

Procedures and modifications as noted above be continued.

Some topic areas not now covered, such as teaching of basic skills and prevocational curriculum, be added.

Redefinition and clarification of competency learning objectives for greater specificity and reduction of overlap be continued.

Provision be made for continuing program vitality by reactivating Level 4 and encouraging planning and management input from additional Mark Twain staff, consumers, and the community.

Sources of additional funding for materials development and dissemination be explored.

OBJECTIVE 4

Program Objective. To implement the learning experiences and activities that will ensure participant attainment of competency in 1) Psychoeducational Assessment and Programming, 2) Human Relations and Counseling, 3) Curriculum Development and Implementation, 4) Behavior Management, and 5) Systems Analysis and Consultation.

Evaluation Objective. To assess each participant completing the training program for his competency in each of the above five areas.

Evidence of Attainment of Objective 4

Learning sequences were presented for all five competency learning areas during a 41-week training schedule of 75 three-hour seminar sessions, 30 weeks of practice teaching, a human relations group, and a variety of individual projects. To accomplish the evaluation objective, three distinct but interdependent activities were conducted.

A. Assessment at the Competency Level

Intern assessment culminated in a final summary evaluation which indicated performance as Highly Effective, Effective, or Needs Strengthening for each of the 15 competencies. All interns in the 1973-74 Mark Twain Teacher Internship Program completed the internship successfully, with final summary evaluations of effective or better in all competencies, even though some specific task performances were scored as weak and some data were missing because of absence or task incompletion. Table 7 shows the number of interns in each evaluation category by competency for the 1972-73 and 1973-74 program years.

The final summary evaluation of interns was determined by a weighted integration of ratings from seminars and practica. Each competency area coordinator, using results obtained from both criterion-referenced and subjectively evaluated performance tasks, established a formula for rating each intern on a 7-point scale for all of the competencies which it was felt the interns had the opportunity to demonstrate in the field setting. In 1973-74, the

performance ratings for the 16-week practicum (occurring after seminar instruction ended) were used as the summative practicum rating and combined with the seminar performance ratings in a ratio of two practicum to one seminar for the final summary evaluation. The earlier 7-week practicum assessments were considered formative and were used for counseling and for indications of needed modifications in the individual's program. In a few instances either an N (no opinion or opportunity to demonstrate the competency) appeared for the 16-week placement or there was reason to believe it was not the best assessment of the intern's performance. In those cases, the ratings of the two 7-week placements were averaged for the final practicum rating.

TABLE 7

Frequency Distribution of Final Summary Evaluation of Interns by Competency for the 1972-73 and 1973-74 Program Years

Competency*	1972-73			1973-74		
	Needs Strength	Effective	Highly Effective	Needs Strength	Effective	Highly Effective
1.1 Completion of a Psychoeducational Profile	0	6	2	0	1	7
1.2 Use of Assessment Information for Programming	0	6	2	0	0	8
2.1 Effective Comprehension and Communication	0	2	6	0	0	8
2.2 Effective Interaction	0	2	6	0	2	6
2.3 Facilitating Humanistic Education in Groups	0	5	3	0	0	8
3.1 Development of Instructional System	0	3	5	0	1	7
3.2 Development of Appropriate Curriculum	0	2	6	0	0	8
3.3 Implementation of Learning Activities	0	3	5	0	0	8
3.4 Selection of Appropriate Materials	0	2	6	0	0	8
4.1 Reinforcement of Behavior Values	0	4	4	0	0	8
4.2 Teaching Coping with Frustration	0	3	5	0	1	7
4.3 Use of Intervention Techniques	0	4	4	0	1	7
5.1 Communication of Concepts of System	0	2	6	0	3	5
5.2 Use of Organizational Processes	0	3	5	0	2	6
5.3 Use of Consultation Process	0	3	5	0	2	6

* See Appendix E for complete Statement of Competencies.

B. Assessment by Performance Objective

The assessment of intern performance at the competency statement level constituted a summative evaluation. Each competency, however, is further defined by a set of performance and behavioral objective statements. Assessment of intern performance at that level was formative relative to competency attainment. The procedures and techniques for evaluation of intern progress toward competency (formative evaluation) were dictated by the statements of those defining objectives. Since both program and evaluation efforts are still in a developmental stage, intern progress toward competency was assessed only in relation to those performance objectives for which methodology has been developed. For some competency learning areas, primary instructors felt it

more appropriate to their evaluation needs to assess on the basis of task assignments which integrated a number of performance objectives. Interns were permitted to recycle tasks as often as necessary until an adequate level of performance was reached. In some few instances, by arrangement with the instructor, less than adequate scores were allowed to stand when they did not reduce overall ratings below an effective level. However, no final evaluation of a competency as Highly Effective could be reached without completion of all tasks related to that competency at an adequate or better level. Judgment of the validity and reliability of the instruments and procedures used is presented with Objective 5. Assessment results at the performance objective or task assignment level by competency area follow:

1. Psychoeducational Assessment and Programming

   The learning area was defined by six performance objectives, each of which was evaluated within the framework of a comprehensive examination that closely simulated role performance. Specific questions yielded 12 scores indicating effectiveness of performance (strong, adequate, or weak). Appendix I shows the number of interns scoring in each evaluation category on each exam section with performance objectives that can be associated with each question. All scores were adequate or better. Instruments are described in Appendix H.

2. Human Relations and Counseling

   Assessment of intern competency led to 10 performance ratings related to 7 of the 8 performance objectives. Appendix I shows the distribution of performance ratings. Techniques are described in Appendix H. Although some individual tasks originally received a rating of less than adequate, multiple opportunities were given to meet criteria. All interns averaged effective or better for each competency.

3. Curriculum Development and Implementation

   Ratings on 10 of the 12 performance objectives represent the evidence collected for demonstration of competency. Appendix I shows the distribution of scores. Tasks are described in Appendix H. After recycling, no individual task scores were rated as less than adequate; and all interns achieved effectiveness on the competency level.

4. Behavior Management

   Assessment of intern competency resulted in 11 performance ratings. These ratings indicated the degree of competency of interns related to 7 of the 7 performance objectives. Distributions of scores by related performance objectives and assessment techniques are shown in Appendix I. Techniques are described in Appendix H. Recycling brought all ratings to adequate or better levels of performance. All interns rated effective or better in all competencies.

5. Systems Analysis and Consultation

Assessment of intern competency resulted in 5 ratings on task assignments related to 5 of 8 performance objectives. Appendix I shows the distribution of scores. Three task performance scores were recorded as less than adequate, but effectiveness was achieved at the competency level by all interns. Techniques are described in Appendix H.

In addition to more formalized assessment techniques described in Appendix H, each seminar instructor utilized informal observation of intern progress in graded and ungraded learning activities. In most instances, these informal techniques covered those performance objectives not assessed formally.

C. Assessment of the Impact of the Program on Attitudes and Values

A battery of tests was administered as a measurement of the impact of the training program on attitudes and values. A brief description of each instrument and a summary of median scores are shown in Appendices H and J, respectively. The Wilcoxen Matched-Pairs Signed-Ranks Test was used to test pre- and posttraining score differences for statistical significance (Siegel, 1956). This nonparametric test utilizes information about both the magnitude and the direction of differences between pairs.

Based on previous findings, e.g., Fagen and Long, 1971; MCPS Report on Institute, 1972, the following hypotheses were generated:

1. Positive shifts on the Specialized Proficiencies for Working with Exceptional Children in "confidence" for "Knowing the Child," "Curriculum Materials and Methods," "Counseling and Behavior Management," and "Parent and Public Relations" and on both "confidence" and "importance" for "Testing and Psychoeducational Assessment," "Teacher as a Professional Team Worker," and "Teacher as a Worker," indicating increased confidence in their abilities and acknowledgement of the importance of these competencies

2. Shifts on the Teacher Practices Questionnaire in group role perception, with decreases in "disciplinarian" and "referrer" functions and increases in "counselor" and "motivator" functions

3. A positive shift on the "Inner Directed" scale of the Personal Orientation Inventory, indicating movement toward more of the characteristics of a self-actualizing individual

4. Shifts on the FIRO-B toward more balanced and flexible interpersonal behavior

5. A positive shift on the Minnesota Teacher Attitude Inventory, suggesting increased ability to interact effectively and promote mutual problem solving

6. Positive shifts on the Profile of Organizational Characteristics in ratings of organizational characteristics, indicating increased preference for a democratic school organization

7. Shifts on the Problem Behavior Analysis, indicating a) anticipation of less frequent "Oppositional Behavior" and more frequent "Failure to Follow Through" and b) being less disturbed by "Overt Aggressive Behavior"

8. Positive shifts on the Self-Evaluation of Competencies indicating increased confidence in their abilities

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) was administered to document the impact of the training program on participants' (1) confidence in their abilities in specialized competencies and (2) acknowledgment of the importance of these competencies. This list of teacher competencies was developed as part of a study, Teachers of Children who are Socially and Emotionally Maladjusted, conducted by the Office of Education (Mackie, et al.). Some modification of items and format was made. Table 8 shows the relationship between the seven sections of the test and the five program learning areas along with the results of the statistical testing.

The changes in scores from pre- to postinternship were tested using the Wilcoxen Matched-Pairs Signed-Ranks test. Increases in confidence on six of seven sections were statistically significant, indicating positive changes in trainees' confidence in their competencies in those areas. In contrast to the 1972-73 interns, there was no significant shift in confidence in "Teacher as a Person," but median pretest scores were well above the midpoint of the scale. A statistically significant shift in confidence related to "Parent and Public Relations" was observed. None of the statistical tests performed was statistically significant relative to changes in the importance trainees placed on the competencies. However, as in 1972-73, median pretest scores for importance attributed to the competencies were high.

Changes in "frequency" scores on the Problem Behavior Analysis were statistically significant for all manifestations, indicating anticipation of less frequency in all but "Deviations in Social Development." These results were as hypothesized except for "Failure to Follow Through." No statistically significant changes were observed in ratings of reaction, though changes were in the direction hypothesized.

Using the Wilcoxen Test, none of the five additional standardized instruments showed a statistically significant difference in scores from pre- to posttraining except in isolated subscales. However, many scores were well above average on both pre- and posttest; and most observed changes were in the predicted direction. For example, the median scores for the Personal Orientation Inventory, Inner Directed (the major test scale) were converted to standard scores (mean = 50, standard deviation = 10) using adult norms, yielding 62 on the pretest and 68 on the posttest (as compared to 56 and 57 for the previous year). Similarly, Minnesota Teacher Attitude Inventory median scores placed the interns at about the 90th percentile in both the pre- and posttest (compared to the 76th and 80th for 1972-73), relative to secondary academic teachers with five years experience. On the Teacher Practices Questionnaire, scores changed in the predicted direction for the roles of "Referrer," "Motivator," and "Counselor" but not to a significant degree. These results are in substantial agreement with those observed in 1972-73.

The Self-Evaluation of Competencies discussed earlier, showed marked increases for all items.

TABLE 8

Relationship Between Learning Areas and Subtests of the Specialized Proficiencies for Working with Exceptional Children Questionnaire with Level of Significance of Change Scores for Importance and Confidence

Learning Area	Test Section		Significance 1972-73	1973-74
Psychoeducational Assessment and Programming	Knowing the Child	Importance	N.S.	N.S.
		Confidence	*	**
	Testing and Psycho-educational Assessment	Importance	N.S.	N.S.
		Confidence	**	*
Counseling and Human Relations	Teacher as a Professional Team Worker	Importance	N.S.	N.S.
		Confidence	**	**
	Teacher as a Person	Importance	N.S.	N.S.
		Confidence	**	N.S.
Curriculum Development and Implementation	Curriculum Material and Methods	Importance	N.S.	N.S.
		Confidence	**	**
Behavior Management	Counseling and Behavior Management	Importance	N.S.	N.S.
		Confidence	**	**
Systems Analysis and Consultation	Parent and Public Relations	Importance	N.S.	N.S.
		Confidence	N.S.	*

* Significant at the 5 per cent level.
** Significant at the 1 per cent level.

Discussion and Recommendations

The 1973-74 Mark Twain Teacher Internship Program reached its objective with all interns attaining at least an adequate level of performance in all competencies. Independent validation of trainee performance relative to stated competencies, however, was not accomplished during this program year. Evidence of progress toward this long-range goal is more conceptual than the result of actual production and use of instruments. That is, successful completion of the program required mastery of stated competencies which was determined by skilled teachers and/or trainers through observation in the natural setting for role performance (e.g., classroom) and performance deriving from the instructional setting (e.g., seminar); and a uniform rating instrument was used to obtain judgments. Ratings on interns were obtained for all 15 of the competencies based on intern performance in both the instructional and the natural setting. To increase confidence in the final evaluation of intern competency, multiple ratings were pooled and were dependent upon the whole range of experiences and data available to the rater.

Exclusion from the final summary evaluation of competencies of ratings earned in practica while seminar instruction was still taking place was a progressive step in methodological development. In addition, the schedule of program events for 1973-74, with all seminar instruction for interns in the first half of the training year, allowed ample time for recycling to complete tasks and improve performance. Higher ratings than in 1973-74 (see Table 7) reflect this change.

Assessment of interns relative to performance and behavioral objectives, directed by the learning area coordinators, was implemented by the use of innovative teacher-made criterion checks. Increasing use was made of behavioral formats, such as role playing and simulation activities; whenever possible, behavioral demonstrations rather than paper and pencil tests were devised. The goal of obtaining at least one assessment for each behavioral and/or performance objective was only narrowly missed. Assessment was accomplished relative to 35 of the 41 performance objectives. In addition, care was taken to distinguish assessment tasks from graded learning activities, with only the former contributing to judgment of competency attainment.

In some cases the assessment techniques did not adequately sample the behavior constituting the objective. Some assessments did not require the trainee to demonstrate skill but showed that he understood some behavior, concept, or principle germane to the objective. Formative assessment at the performance objective level had great value in providing diagnostic feedback to students and instructors and in providing feedback about the efficacy of particular segments of the teacher-education program. Some usefulness was lost because of the scheduling of assessment periods too late in the instructional process and because of slow feedback.

It remains a reality that the cost of adequate instrumentation of performance level assessment could exceed the cost of the entire training program. Progress toward solution of the assessment problem is discussed with Objective 5.

The results obtained from administration of the pre- posttest instruments to assess the impact of the training program on attitudes and values were statistically significant only on the Problem Behavior Analysis, the Specialized Proficiencies Questionnaire, and the Self-Evaluation of Competencies. On several other instruments, however, pretest scores were well above average, reflecting high selection standards for the attitudes measured, which tends to validate selection procedures. The small number of participants in the internship dictated a nonparametric statistical analysis; in some instances its lack of power could be responsible for failure to meet the test for significance.

In order to increase the effectiveness of assessment of attainment of competency, it is recommended that:

Continued efforts be directed toward assessment of competency independently in the natural setting after the conclusion of instruction.

Seminar assessment tasks be streamlined to allow prompt evaluation and prescriptive feedback.

Consideration be given to substitution of a two-point rating system for the current seven-point scale.

Alternative methods be devised for demonstrating a specific competency and to provide greater assessment flexibility.

Efforts be renewed toward competency pretesting or "validating out."

The battery of tests of attitudes and values be revised to exclude those instruments no longer appropriate to current intern needs and numbers.

OBJECTIVE 5

Program Objective. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas.

Evaluation Objective. To assess competency assessment techniques for validity, reliability, examinee appropriateness, and administrative usability.

Evidence of Attainment of Objective 5

To accomplish Program Objective 5, three distinct but related activities have been initiated: (1) the development of procedures and techniques for an independent validation of trainee performance as specified in each competency statement; (2) the development of procedures and techniques to assess trainee attainment of stated performance objectives; and (3) the development of a battery of tests to assess the impact of the training program on attitudes, values, and general knowledge of participants. In addition, an independent audit of the internship evaluation was contracted.

At this point in the development of the competency-based curriculum and of the evaluation methodology, progress toward meeting Objective 5 is formative and shown by the extent of the evaluation effort, that is, the attempt made to obtain some objective index of the expected performance even if that index could not be considered adequate for demonstration of the stated objective.

To the present, program resources have been concentrated on specification of objectives, development of curriculum, and assessment of competency at a performance objective level. The difficult task of objective measurement at the broad competency level remains a need to be emphasized in the future.

A. Techniques for Validation of Competency Attainment

Validation of trainee performance as specified by each of 15 competency statements was accomplished using the Intern Evaluation Form. (See Appendix D.) Use of this instrument brings with it the usual limitations of rating procedures such as a generosity error, differences in rater standards, halo error, ambiguity in meaning of attributes to be appraised, and instability and unreliability of human judgment. Between-rater reliabilities were not established. However, in addition to the face validity of the items, the uses of multiple sources of data adds to the usefulness of summary ratings. Ratings of attainment of competency learning objectives in seminars rests on performance of clearly specified assessment tasks. While practicum ratings are more subjective, they are aided by a list of illustrative activities as reference for demonstration of each of the 15 competencies. Summary ratings combining practicum and seminar ratings provide more validity and reliability than either would alone.

B. Techniques for Assessment of Skill and Knowledge Attainment

In 1972-73, the procedures and techniques used for skill and knowledge assessment were reviewed by the evaluation staff, and the match between instruments and behavioral objectives was made explicit. Techniques then were submitted to an "outside expert" for evaluation. Criteria used for judgment were developed by the Center for the Study of Evaluation, UCLA, and reported in Elementary School Test Evaluations (1970). Results of the evaluation were reported in 1972-73 but were too late for formal use by instructional staff in planning 1973-74 intern assessment. Nevertheless, improvement of evaluation methodology by 1) more specific correspondence of learning objectives and competency demonstrations, 2) discrimination of evaluation tasks from graded learning activities, and 3) initiation of verification in practicum of seminar learning objectives was emphasized and implemented. Appendix I lists seminar assessment tasks and scores earned by interns; Appendix H gives brief descriptions of the tasks and notes their relationship to the tasks submitted for formal evaluation during the previous year.

C. Techniques for Measurement of Changes in Attitudes, Values, and General Knowledge

A battery of tests was administered pre- and posttraining to document the impact of the program on the attitudes and values of participants. The specific purpose (educational objective) for each instrument was made explicit. Appendix H describes each test and its measurement purpose. Many of these instruments also were evaluated formally against Center for the Study of Evaluation, UCLA, criteria in 1972-73. They rated 1) poor to good on "measurement validity," 2) fair to good on "examinee appropriateness," 3) fair to good on "administrative usability," and 4) poor to fair on "normed technical excellence." As recommended, consideration was given to modification of the test battery; since other and/or better instruments do not exist, their use was continued with recognition of their limitations. The Fundamental Interpersonal Relations Orientation-Behavior and Profile of Organizational Characteristics will be excluded in the future as no longer suitable to the needs of the program and the numbers of interns. The Teacher Practices Questionnaire, The Minnesota Teacher Attitude Inventory, and The Personal Orientation Inventory will be retained for at least one year more. These may be useful in the future for research purposes and to validate selection procedures.

D. Independent Audit of Internship Evaluation

Because internship evaluation personnel are also members of Mark Twain School staff, an external evaluation to assess the appropriateness of evaluation procedures was implemented at the end of the 1972-73 program year. Dr. Malcolm Provus, director of the Evaluation Research Center, University of Virginia, reviewed the evaluation report for 1972-73. His audit report, commenting on techniques and procedures, is found in Appendix A. Copies were submitted to the funding agency and to Montgomery County Public Schools.

The independent auditor found the evaluation design "both comprehensive and internally consistent."" He commented on the provision by evaluators to the instructional staff of accurate and timely information for use in program

modification and as growth records of trainee performance. The attempt to determine intern competencies through measurement was noted as "more rigorous than those found in almost any university setting and it qualifies along with a very few competency-based programs in the country as a rigorous and determined effort to both measure and improve a teacher training program." The objective of assessing faculty qualifications was judged as least well met by evaluation techniques and procedures.

Discussion and Recommendations

As was stated in the Mark Twain Teacher Internship Program Evaluation Report for 1972-73,

> "The ideal criterion against which teacher competency might be appraised consists of a systematic analysis of the level of outcomes achieved by the teacher with pupils he teaches over relatively long periods of time (at least two years). According to Rosner (1972), demonstration of change in teacher competency under actual classroom conditions is the most appropriate level for accountability in teacher education. Teacher education, however, does not yet possess the necessary instruments to measure change in specific competencies (Rosner). Assessment of teacher competency under actual classroom conditions, where it is attempted, is reduced to the use of an observation system (e.g., Flanders) or, as in this case, the use of rating scales. The following steps can be taken to improve the reliability and validity of rating procedures: more explicit statements of desired behavior, criteria to judge the presence or absence of that behavior, and the training of personnel used as raters." (MCPS, 1972, page 37)

The present state of instrumentation for classroom observation continues to hamper appropriate accountability in teacher education. Methodology for the instrumentation of assessment techniques addressing knowledge and skills under simulated conditions is more advanced. Although some degree of realism is sacrificed, great gains are made in control over possible random variation in all aspects of the situation. Therefore, to increase reliability, both methodologies should be used. The development of a limited number of quality assessment techniques independent of instruction and appropriate to broad competency level objectives remains a major goal.

The procedures and techniques used for evaluation of intern progress toward competency by acquisition of specific skills and knowledge were dictated by the statements of performance and behavioral objectives. A total of 46 individual seminar performance ratings, relating to 35 of 41 Performance Objectives and all 15 competencies, contributed to these evaluations. Pooling of sources was relied on to balance lack of precision in instrumentation. A major step was taken by initiating a move to balance both simulated and actual demonstrations of acquisitions of specific skills. A practicum verification packet for B.0.4.1.3(c) is the first such procedure developed; others will follow during 1974-75 for other clearly defined skills. In addition, practicum coordinators are instituting training in the use of the Intern Evaluation Form for practicum supervisors during orientation sessions. A reference list of illustrative activities has been developed to guide their ratings.

Comparison of the pre- posttest battery results for 1972-73 and 1973-74 shows a larger number of significant changes in the direction predicted in the valued attitudes of the latter group. While it is recognized that the variables measured are poorly defined, the error of measurement large, and the size of the sample small, results were promising enough with the most recent graduates to support continuing the testing with the modifications noted above. Combination with a pre- posttest of basic knowledge in general and special education may prove fruitful. It must be noted again that the program deals with a carefully selected population of successful, experienced, and committed teachers; it may be unrealistic to look for significant positive changes in the already high levels of the valued attitudes. Changes in cognitive levels are more easily and precisely measurable.

To increase the effectiveness of the assessment of changes in knowledge, attitudes, and skills of program participants, it is recommended that:

A test of basic knowledge in general and special education be added to the pre- posttest battery.

Techniques for assessment of intern acquisition of specific skills and knowledge be submitted for evaluation of methodology prior to use.

Development of verification techniques for use in natural settings be continued and accelerated.

Implementation of competency-level assessment independent of instruction be emphasized.

OBJECTIVE 6

Program Objective. To increase the number of trained personnel serving handicapped children.

Evaluation Objective. To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies.

Evidence Toward Attainment of Objective 6

A. Graduates of the 1971-72 Mark Twain Staff Development Institute

Prior to the opening of Mark Twain School, the teaching staff completed the six-month training program which was the forerunner of the Mark Twain Teacher Internship Program. They received supplementary certification as special education teachers. For the 1973-74 school year, 32 of the original 37 staff members continued in Mark Twain Programs. Three were on leave to further their education, two of whom were acquiring advanced degrees in special education. One moved from the area but was still employed in special education, and another was employed as a 10-month regular classroom teacher. For the 1974-75 school year, 32 of the original 37 staff members continue in Mark Twain programs. Twenty-six are in administrative or teaching positions in Mark Twain School. Six, including the two who were on academic leave last year, have moved into Mark Twain School-Based Programs. One is on maternity leave, and one has returned to a regular MCPS school.

B. Graduates of the 1972-73 Teacher Internship Program

Seven of the eight interns accepted jobs in Mark Twain Programs after graduation. They remain in their positions (though one has changed schools) for the 1974-75 school year, one in Mark Twain School, and six in Mark Twain School-Based Programs. At the end of their first year of teaching troubled children, the graduates were asked to evaluate their effectiveness at using their learned competencies; their principals or supervisors were asked for the same ratings (Appendix G). Median ratings by graduates on the 15 competencies ranged from 4.0 to 5.0 on the 5-point scale; median ratings by principals ranged from 3.5 to 5.0. The supervisors rated the graduates' performance only slightly lower than the graduates rated themselves in the competencies related to completion of a psychoeducational profile, use of behavior intervention techniques, and use of the consultation process.

C. Graduates of the 1973-74 Teacher Internship Program

All eight interns successfully completed the program and received supplementary certification as special education teachers. Seven accepted employment for 1974-75 in Mark Twain Programs; three as teachers in Mark Twain School and four as student resource teachers in Mark Twain School-Based Programs. The eighth graduate is in a MCPS elementary school teaching a class of learning disabled children.

D. Participation in Mark Twain In-Service Courses

The internship seminar courses in the fall of 1973 were opened to all interested staff of Mark Twain Programs in addition to the eight interns. Courses were repeated during the spring of 1974 with all interested MCPS staff, in addition to Mark Twain Programs staff, invited to enroll. Three in-service credits were awarded for successful completion of each course. Table 9 shows enrollment in both the fall and the spring series of Mark Twain seminar courses.

Apart from regular internship course enrollment, other means were used to spread Mark Twain training through MCPS. Workshops were conducted by internship instructors for the faculties of one secondary and four elementary schools. In addition, a composite course to run 15 weeks (with instruction for three weeks in each of the five learning areas) has been developed for the faculty of a MCPS junior high school at the request of its principal and staff. This will be given during the fall of 1974 and has been approved for three in-service credits for successful completion. It has been designated as "MT-07: Improving Skills for Teaching Adolescents With Special Needs" and is intended for regular classroom teachers.

Discussion and Recommendations

Review of the employment record of Mark Twain trainees indicates that the objective of increasing the number of teachers effectively serving emotionally handicapped children is being met. Graduates of the original Mark Twain Staff Development Institute and of the Mark Twain Teacher Internship Programs continue as special educators; ratings by their supervisors of their performance on the job is strong evidence of their effectiveness.

TABLE 9

Enrollment in Mark Twain Program In-Service Seminar Courses

Course	Fall 1973				Spring 1974			
	Interns	Mark Twain School	School-Based	Total	Mark Twain School	School-Based	Montgomery County Public Schools	Total
MT-01 Psychoeducational Assessment and Programming	8	1	3	12	1	-	16	17
MT-02 Human Relations and Counseling	8	3	2	13	6	-	19	25
MT-03 Curriculum Development and Implementation	8	3	-	11	1	-	11	12
MT-04 Behavior Management	8	9	2	19	1	1	12	14
MT-05 Systems Analysis and Consultation	8	13	-	21	1	-	8	9
Total	40	29	7	76	10	1	66	77

The impact of Mark Twain training programs on MCPS is now becoming evident in many ways. The Continuum of Educational Services is being implemented as 1) Mark Twain School staff move out into school-based settings, 2) graduates of the internship program are feeding into both the school and school-based programs, 3) staff of Mark Twain School who were not among the original group trained in the six-month institute are enrolling in seminar courses, and 4) regular classroom teachers and other MCPS staff are benefitting not only from consultation with SRT's in school-based programs at their schools but also by improving their personal skills for working with pupils with special needs through Mark Twain in-service training.

Finally, as the reputation of the program spreads, other areas and educators benefit indirectly. Selected by Abt Associates, Inc., of Cambridge, Massachusetts, as one of 17 innovative training projects for case study during the 1972-73 school year, the Mark Twain Teacher Internship Program subsequently was included in "A Project to Assess, Document, and Spread Exemplary Programs in Education of the Handicapped" for the Bureau of Education for the Handicapped, reported in Volume IV, Manpower Development Case Studies, AA1 Report No. 73-85, June, 1973.

The Information Center of the Council for Exceptional Children also circulated the report in one of its Imprint special interest papers as an exemplary program for the handicapped.

In order to continue to increase the number of trained personnel serving handicapped children and to meet the long-range goal of establishing Mark Twain as a staff development center for the entire MCPS educational community, it is recommended that:

Course modules be organized into workshop units for school and community groups.

Interns and graduates be trained as instructional staff for broader dissemination of internship-based courses.

Longitudinal study of the employment records and effectiveness of performance of graduates continue.

Sources of additional funding for program dissemination be explored.

IV. SUMMARY

The Mark Twain Teacher Internship Program is in its third year of operation as a Montgomery County Public Schools program for the preparation of personnel to teach pupils with special needs. The program was partially funded through FY 74 by the USOE Bureau of Education for the Handicapped. Its primary goal is to test "the feasibility of establishing a teacher-development center within operational public school programs for preadolescents and adolescents with special needs and [presents] an alternative [model] for attracting and preparing manpower for education of youth facing serious problems of living" (Proposal, May, 1972). The internship program was preceded by the Mark Twain Staff Development Institute which trained the staff of Mark Twain School, a Montgomery County, Maryland, public school providing an intensive short-term program for adolescents of at least average intellectual potential who are having learning and emotional difficulties.

As part of the evaluation plan, six program objectives were identified to meet the primary goal. Corresponding evaluation objectives, with evidence acceptable to the program staff as well as the activities and tasks required to obtain it, were specified. This plan provided direction for evaluation of the program and served as the basis for the organization of this report.

The purposes of evaluation of the Mark Twain Teacher Internship Program are to provide appropriate and timely information (1) during the year for revision and modification in planning and development (formative evaluation) and (2) at the end of each year and/or major sequence so that judgments can be made with regard to trainee competencies, effectiveness of training, and progress toward development of the prototype program (summative evaluation).

PROGRAM DESCRIPTION

Mark Twain Programs, including Mark Twain School and its student resource programs in other public schools, provide the setting for the Mark Twain Teacher Internship Program. The internship program is a 10-month full-time experience including seminars, practica in Mark Twain School and student resource programs in selected other MCPS schools, and individual projects. A large number of area public and private facilities providing specialized educational, therapeutic, and residential services are available for site visits. The Montgomery County Public Schools Educational Materials Laboratory and Instructional Materials Center are resources also available to trainees.

Training is structured on a performance-based model requiring participants to demonstrate competency in (1) Psychoeducational Assessment and Programming, (2) Human Relations and Counseling, (3) Curriculum Development and Implementation, (4) Behavior Management, and (5) Systems Analysis and Consultation.

The operational strategy for the Mark Twain Teacher Internship Program staffing also revolves around the concept of competency areas. Each competency area is coordinated by a member of the Mark Twain Programs staff who has responsiblity for developing and implementing learning experiences in his area. There are presently about 80 professional staff within Mark Twain Programs. During 1973-74, 53 of them participated actively in the program as planning staff, learning area coordinators, instructors, and/or practicum supervisors. In addition to these "In-Service Consultants," training support was provided by Montgomery County Public Schools resource staff and outside consultants who were called in for presentations in their special fields.

The Mark Twain Teacher Internship Program for 1973-74 had eight participants selected from 27 applicants. The group included five women and three men, all with at least two years of prior classroom teaching experience. Six of the eight interns were teaching in Montgomery County Public Schools prior to entry into the program. The rigorous and detailed selection procedures developed earlier for the initial school staff were used. These included a review of multiple sources of information on applicants and group and intensive individual interviews.

The curriculum of the 1973-74 Mark Twain Teacher Internship Program was based on a 10-month full-time learning experience with an integrated schedule of seminars, practica, and individual projects. Seminar instruction in the five basic learning areas consisted of a total of 75 three-hour sessions under the direction of the competency area coordinators. Practicum experiences provided supervised applied learning situations. Interns completed at least 900 hours of practice teaching in both Mark Twain School and student resource programs based in other Montgomery County junior and senior high schools. In addition, all interns participated in a human relations group intended to promote increased self-acceptance and self-awareness. Each intern also was required to complete two individual projects in areas of study which were particularly suited to his personal needs and interests.

The 10-month training period was divided into seven sequences designed to keep pace with interns' developmental needs. During the fall semester, seminar instruction was simultaneous with alternating seven-week practica and three-week review and evaluation sequences. During the spring semester, after seminar instruction was completed, interns taught for a full-time 16-week practicum and executed their individual projects.

A variety of procedures, including performance on validating tasks, tests, outside assignments, and ratings by practicum supervisors, was used to assess intern attainment of competency. In addition, a functional system was developed to evaluate the effectiveness of the program so that discrepancies between objectives and processes could be identified and modified. Instruments were developed to test the validity of the program and its relevance to the performance of various roles in the teaching of adolescents with special needs.

EVIDENCE OF ATTAINMENT OF PROGRAM OBJECTIVES

Six program objectives were identified to meet the program goal of establishing Mark Twain School as a specialized teacher-development center within operational public school programs for adolescents with special needs. Evidence of the attainment of these objectives serves as the basis for the evaluation of the Mark Twain Teacher Internship Program. Progress has been made toward meeting all objectives.

Attainment of Objective 1, identification and establishment of a teacher education faculty, was assessed by reviewing the professional preparation and previous experience of the staff, periodic intern feedback, ratings of staff effectiveness by program participants and graduates, and by the judgment of experts in the field. As yet, qualifications needed to perform specific duties have not been determined. However, the extensive training and experience of the staff was documented. Assessment of faculty effectiveness by interns at the conclusion of training and by graduates who have been on the job for a year was favorable. The 1973-74 interns rated faculty effectiveness higher than did the 1972-73 interns. The 1972-73 graduates rated the faculty higher after one year on the job than they did at the conclusion of their training. The panel of experts, conducting an on-site review of the curriculum and its delivery, commended the staff on its dedication and initiative while suggesting the greater utilization of varied instructional modes and more provision for staff renewal. Assessment of faculty effectiveness led to recommendations that 1) categories of staff qualifications and job related competencies be delineated, 2) criteria to assess the match of faculty and function be established, and 3) opportunities be increased for trainees to become trainers.

Feasibility and effectiveness of recruitment and selection procedures (Objective 2) were assessed by the number of applicants and the quality of the interns selected. Recruitment procedures for 1974-75 were judged to be satisfactory since they resulted in 25 applicants, only 2 of whom withdrew prior to selection decision and 3 after selection. The enrollment of 10 applicants as interns for 1974-75 meets the requirement of the preliminary evaluation plan for successful recruitment and selection.

Attainment of Objective 3, development of a competency-based curriculum, was judged by program staff, participants, graduates and their supervisors, and experts in the field. Fifteen teacher competencies defined by performance and behavioral objectives were specified along with a description of the learning activities required to promote their attainment. Modularizing of seminar content to facilitate instruction for a specific competency or group of competencies was begun by seminar coordinators. Cyclical formative feedback and summative assessment of the program at the conclusion of training by participants were used as appropriate for modifications. Ratings by participants were consistently higher than those of the previous year. Increased self-confidence and self-awareness, growth in professional competence, and rewarding experiences with children were noted as program strengths. Graduates of the 1972-73 program rated various aspects of their training markedly higher in June, 1974, than they had in June, 1973. Their self-evaluations on the 15 competencies were almost identical to their supervisors' evaluations of them on the same items; both graduates and supervisors rated all competencies as highly relevant to successful job performance.

A panel of experts commented on the competency-based curriculum and made suggestions for its improvement after a two-day on-site visit. They found 1) the five learning areas representative of the necessary components for training personnel to work with adolescents having special needs; 2) assessment of competencies related to stated learning objectives and, in most cases, precisely delineated; 3) program emphasis on human relations highly evident; 4) a need for provision for staff assessment and improvement as well as time for self-renewal; and 5) a need for study of the instructional process to vary the modes and make use of the technical resources of Mark Twain School. To improve curriculum content and delivery and implement the review panel's suggestions as feasible, it was recommended that 1) modifications already in progress, i.e., training ten previous participants a year as coteachers of seminars, adding course modules in group counseling and teaching of reading, exploring institution of a continuing outside advisory panel, and negotiating with academic institutions for awarding of a master's degree, be continued, 2) consideration be given to adding curriculum area modules in prevocational and basic skills; 3) competency learning objectives be further refined for clarity of wording and elimination of overlap; 4) program planning and management include input from additional Mark Twain Programs staff; and 5) sources of additional funding for materials development and dissemination be explored.

Objective 4, attainment of intern competency in the five basic learning areas, was assessed at the competency level and at the performance objective level. All interns completed the program successfully, with final summary evaluations of effective or better in all competencies. Intern evaluation was based on a weighted integration of ratings of performance in seminars and the 16-week practicum. Adequacy of performance of specified tasks related to performance objectives in each of the five learning areas constituted formative evaluation. Final rating averages for all interns were effective or better for all competencies. (Interns were given the opportunity to recycle as necessary to improve performance.) In addition to competency assessment, impact of the training program on the interns' attitudes and values was measured by a battery of pre- and posttests. Little change was noted from their beginning high levels of the attitudes usually associated with successful teaching of pupils with special needs, except in the significantly increased confidence of the interns in their ability to work with these students. It was recommended that 1) efforts be directed toward assessment of competencies independently in the natural setting after the conclusion of instruction, 2) alternative methods of demonstrating a competency be devised, 3) performance tasks be streamlined for prompt measurement and prescriptive feedback. Also recommended was consideration of modifying the seven-point rating scale to a two-point scale, the provision to interns of the opportunity to pretest or "validate out" of specific competencies, and the revision of the battery of tests of attitudes and values.

Development of a functional system and methodology for evaluating knowledge, attitudes, and skills in the five competency areas is Objective 5. Attainment of this objective was assessed by evaluating the techniques used for validation of competency attainment; the techniques used for assessment of skill and knowledge attainment; and the techniques used for measurement of changes in attitudes, values, and general knowledge and by submitting evaluation techniques and procedures to an independent auditor. Procedures and techniques used to evaluate intern progress were dictated by the statements of competency learning objectives. Multiple sources of data, from seminars and practica, were pooled to increase confidence in the validity and reliability of measurement. Practicum supervisors

are now being trained in the use of the rating form for intern evaluation. An independent audit of evaluation techniques and procedures for the 1972-73 program year found them to be comprehensive and internally consistent and a commendable effort at providing the training staff with accurate and timely information on intern performance and needs for program modification. Recommendations include the addition of a test of basic knowledge of general and special education to the pretest battery, the submission of intern evaluation techniques for methodological assessment prior to use, the development of additional natural-setting techniques, and emphasis on competency-level assessment independent of instruction.

Increase in the number of trained personnel serving handicapped children (Objective 6) was assessed by reviewing employment records of trainees, participation in Mark Twain In-Service Courses, and dissemination of program information to other areas and educators. Forty-six of the 53 teachers who have participated in the Mark Twain Staff Development Institute and the Mark Twain Teacher Internship Programs are now serving adolescents with special needs. Another ten are enrolled for 1974-75. In addition, seminar courses were opened to all staff of Mark Twain Programs and to regular MCPS teachers. Enrollments during 1973-74 totalled 37 for Mark Twain Programs personnel and 66 for other MCPS personnel. Recognition has been given in national publications as an exemplary innovative program for training teachers of the handicapped. Recommendations to provide greater program dissemination have been made to implement the long-range goals of establishing Mark Twain as a staff development center for the entire educational community. It can be stated, however, that the Mark Twain Teacher Internship Program is now meeting its objective of increasing the number of trained personnel serving handicapped adolescents.

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APPENDICES

A. Independent Audit of the Mark Twain Teacher Internship Program Evaluation Report, 1972-73

B. Staff of the Mark Twain Teacher Internship Program

C. Mark Twain Teacher Internship Program Competency Learning Objectives

D. Report of Curriculum Review Panel, August 1974

E. Form Used for Practicum, Seminar, and Summary Evaluation of Intern Competencies

F. Critiques of Seminars by Participants at End of Instruction

G. Critique of Program by Graduates and Their Supervisors

H. Description of Assessment Instruments

I. Intern Assessment in Seminar by Performance Objectives

J. Medians and T Values of Wilcoxon Matched-Pairs Signed-Ranks Test on Pre- and Postinternship Test Battery

APPENDIX A

Independent Audit of the Mark Twain Teacher Internship Program
Evaluation Report, 1972-73

AUDIT OF THE MARK TWAIN TEACHER INTERNSHIP PROGRAM FOR THE PREPARATION OF PERSONNEL IN THE EDUCATION OF ADOLESCENTS WITH SPECIAL NEEDS

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April 1974

The Design of the Evaluation

The evaluation design is both comprehensive and internally consistent. It addresses itself to the major purposes of the institute and it seeks to provide staff with timely information regarding the need for program modification. It is too early for the evaluation to deal with such long-range objectives of the institute as its impact on the Montgomery County schools' specialist labor market or its contribution to a national prototype staff training school.

The identification of six classes of objectives facilitates both the execution and communication of the evaluation. These objectives cover important institute program areas, including trainees as resources, curriculum development as processes, and several kinds and levels of outcomes. The six objectives do not, however, cover every major aspect of the training program. Areas such as staff qualifications relative to training program functions, and supervision of staff and coordination of functions (management) are not included. As a result, the evaluation gives more emphasis to the outcomes of the training program than its installation or processes. Considering the difficulty of measuring student performance in a program such as this, the emphasis on intern performance appears wise.

Were the Purposes of the Evaluation Met?

The evaluator established a set of assessment tasks which reflected the six major purposes of the training program. These assessment tasks or areas were rigorously analyzed to identify measurable outcomes. In the area of intern (trainee) competence, three levels of analysis were achieved resulting in the specification of 45 performance objectives. 40 of these 45 objectives were assessed. In addition, evaluation information was gathered for each of the other five major assessment areas. The format of the evaluation report makes maximum use of this information conveying useful recommendations as well as summative findings.

The evaluator also attempted to provide staff with periodic feedback on the progress of their work and the development of their trainees. Growth records were used and teacher ratings of trainee performance were an integral part of the instructional program. It is not entirely clear, however, how useful this ongoing process information was to staff or the extent to which their behavior was modified by such feedback.

Generally, it is evident that the evaluation accomplished its purposes by giving more emphasis to summative than formative evaluation. Considering the inability of the evaluation staff to intervene directly to change training staff or management behavior, this emphasis appears inevitable.

Were the Purposes of the Training Program Met?

For the most part, the evaluation provides accurate and comprehensive evidence concerning the attainment of each of the program's six major purposes of objectives. The first objective, "to identify and establish a teacher education faculty for the Mark Twain Development Center," appears to be less well served by the evaluation than the other objectives. The "evaluation" objective for "program" objective number one is well stated, "to assess faculty qualifications to determine if they are sufficient for performing functions and duties," but no determination of staff

functions appears to have been made. Without a delineation of functions, it was, of course, impossible to collect any data as a basis for judging faculty relative to function. Trainee opinions of instructors and their estimates of satisfaction with training were obtained, but these were without the focus necessary to serve the objective. The evaluative findings reported did, however, imply some staff functions which appear to have been induced from trainee opinion and staff comment, and as a result, it may now be possible to posit categories of staff competence relative to function which can be empirically investigated during the next year of the program.

The second program objective was met within the limitations explained by the evaluator.

The third program objective was partially met. However, the evaluation makes clear where remaining work needs to be done so that it is likely the objective will be completely satisfied by the end of next year.

The fourth and fifth objectives deal with the enormously difficult objective of determining through measurement and other means the competence of trainees. A variety of techniques were brought to this task by the evaluator. Ratings by teachers were bolstered by both ad hoc and standardized tests cutting across 15 sub-competencies (further divided into 45 performance objectives) resulting in a total of some 55 separate scores for each trainee. The evaluator has taken special pains to provide at least a minimal rationale for the many instruments and ratings used and has pointed out the inevitable limitations on the reliability and validity of most of the instruments. A pre-post quasi-experimental design was also used to infer shifts in trainee behavior in predicted directions.

Generally, the results of all data analysis were disappointing. However, the trends observed were in a positive direction and one is left with the notion that lack of precision in the instruments as well as in the design (the sample size was eight) rather than deficiency in performance was the reason for nonsignificant findings. Evidence in support of trainee competence turns out, then, to hinge upon teacher ratings. The weakness of such evidence is recognized by the evaluator, but no other sources of information are available. The evaluator does suggest procedures which may contribute to the solution of this problem next year.

The sixth program objective was met within the limitations explained by the evaluator.

Adequacy of Statistical Analysis

Inspection of the appendixes containing statistical information suggests that the appropriate assumptions have been met and that correct operations have been performed.

General Comment

This report represents a high water mark in the evaluation of a school-based staff training program. Its design and methods are more rigorous than those found in almost any university setting and it qualifies along with a very few competency-based programs in the country as a rigorous and determined effort to both measure and improve a teacher training program.

The recommendations made in this report are reasonable and should contribute to the improvement of the program as well as its evaluation. Above all, the report is readable and concise and should prove useful to program management. Although the report has not provided persuasive evidence of program success, it can serve as a model of an honest and effective evaluation of a program which is still under development and very much needs the benefits of a comprehensive evaluation. The evaluator is to be commended for care and perseverance. It will require an equally forthright and strong management to make the program changes which are implied by this evaluation.

APPENDIX B

Staff of the Mark Twain Teacher Internship Program

LEVEL 6: PROGRAM DIRECTION

Stephen Checkon, Supervisor of Evaluation and Research
Stanley Fagen, Supervisor of Staff Development

LEVEL 5: MANAGEMENT AND COMPETENCY COORDINATION

Mark Twain Programs

Stanley Fagen, Program Director
Roslyn Inman, Staff Development Specialist (1973-74)
Phyllis McDonald, Coordinator, Curriculum Development and Implementation Area
Lois Proctor, Coordinator, Evaluation and Research
Diana Thompson, Coordinator, Mark Twain School Practicum; Staff Development Specialist (1974-75)

Mark Twain School

Jeffery Hill, Coordinator, Behavior Management Area
Judith Tarr, Coordinator, Psychoeducational Assessment and Programming Area

School-Based Staff

Thomas Beuglas, Coordinator, Human Relations and Counseling Area (1974-75)
Maxine Counihan, Coordinator, School-Based Practicum; Systems Analysis and Consultation Area
Geraldine Meltz, Coordinator, Systems Analysis and Consultation Area

LEVEL 4: SEMINAR COORDINATION

Thomas Beuglas, Human Relations and Counseling (1974-75)
Stanley Fagen, Human Relations and Counseling (1973-74)
Jeffrey Hill, Behavior Management
Phyllis McDonald, Curriculum Development and Implementation
Geraldine Meltz, Systems Analysis and Consultation
Judith Tarr, Psychoeducational Assessment and Programming

LEVEL 3: SEMINAR INSTRUCTION

Mark Twain School Staff

Beverly Babcock, Teacher/Advisor
Mary Dunbar, Support Teacher
Stanley Fagen, Supervisor of Staff Development
John Gannon, Teacher/Advisor
Leonard Guedalia, Support Teacher
Jeffery Hill, Teacher/Advisor
Roslyn Inman, Staff Development Specialist
Stephen Johnsen, Psychologist
Phyllis McDonald, Instructional Resources Center
Edmund Phillips, Supervisor of Supplementary Services
Kent Ravenscroft, Psychiatrist

School-Based Staff

Judith Billman, SRT
Katherine Blumsack, SRT
Maxine Counihan, Program Specialist
Joseph Dalton, SRT
Kathie Garner, SRT
Julie Keefer, SRT
John Kohowicz, SRT
Richard Mainzer, SRT
Geraldine Meltz, Supervisor of School-Based Programs
Carole Walsh, SRT

Mark Twain School Staff

Jane Schisgall, Support Teacher
John Schneider, Assistant Principal
Judith Tarr, Support Teacher
Diana Thompson, Staff Development Specialist

Outside Consultants

Linda Foley, George Washington University
Robert Prouty, George Washington University
Merle Van Dyke, District of Columbia Public Schools

LEVEL 2: PRACTICUM SUPERVISION

Mark Twain School

Beverly Babcock, Teacher/Advisor
Elizabeth Crowley, Teacher/Advisor
Laura Flaim, Teacher/Advisor
John Gannon, Teacher/Advisor
Roger Gessay, Team Leader
Helen Goundry, Teacher/Advisor
Richard Knight, Teacher/Advisor
Mary Kottage, Team Leader
Donald Kress, Teacher/Advisor
Eleanor Lautenschlager, Teacher/Advisor
Ellen Patton, Teacher/Advisor
Jeffrey Robertshaw, Teacher/Advisor
Ann Shattuck, Team Leader
Maree Sneed, Teacher/Advisor
Judith Tarr, Support Teacher
Alan Thormeyer, Teacher/Advisor
Thomas Wallace, Teacher/Advisor

School-Based Staff

Thomas Beuglas, SRT
Judy Billman, SRT
Joseph Dalton, SRT
Louise Dove, SRT
John Fisher, SRT
Kathie Garner, SRT
Julie Keefer, SRT
John Kohowicz, SRT
Richard Mainzer, SRT
Rita Mann, SRT
Hunter Milford, SRT
Mary Reeves, SRT
Jack Robinson, SRT
Michael Vizas, SRT
Pat Wright, SRT

Evaluation Staff

Sandra Breslauer, Reasearch Assistant
Stephen Checkon, Supervisor of Evaluation and Research
Lois Proctor, Evaluation and Research Specialist

Program Dissemination

Elaine Lessenco, Communications Assistant

Secretarial Staff

Dinah Benson, Evaluation and Research
Eunice Jacquot, School-Based Programs
Elissa Ritzenberg, Staff Development

Resumes of Level 5 and 6 Personnel, 1973-75

1. Thomas S. Beuglas

Title:

Student Resource Teacher, Mark Twain School-Based Programs, Seneca Valley High School, MCPS

Major Project Responsibilities:

Instruction Coordinator for Human Relations and Counseling Area; Competency Instructor

Relevant Experience:

Student Resource Teacher, Mark Twain School-Based Programs; Guidance Counselor, Marietta Junior High School, Marietta, Ohio; Special Counselor, Marietta, Ohio; Consultant, Drug Education, Dept. of Education, State of Ohio; Director of Drug Education, Marietta City Schools, Ohio; Counselor, Dept. of Mental Health, Marietta, Ohio; Ohio Bureau of Employment, Columbus, Ohio; Practicum Supervisor, Dept. of Counseling, Ohio University.

Professional Preparation:

1970	Ohio University, Athens, Ohio	M.A.
1967	West Virginia University, Morgantown, West Virginia	B.S.

2. Stephen Checkon

Title:

Supervisor of Evaluation and Research, Mark Twain Programs, MCPS

Major Project Responsibilities:

Director of Evaluation

Relevant Experience:

Supervisor, Evaluation and Research, Mark Twain School; Project Evaluator, Mark Twain Staff Development Institute; Assistant Director for Development and Teacher Specialist for Development, Department of Pupil and Program Appraisal, MCPS; Classroom and Resource Teacher, MCPS

Professional Preparation:

1973	The American University, Washington, D. C.	Ph.D.
1963	Indiana State College, Indiana, Pennsylvania	M.Ed.
1960	Indiana State College, Indiana, Pennsylvania	B.A.

3. Maxine Counihan

Title:

Program Specialist, Mark Twain School-Based Programs, MCPS

Major Project Responsibilities:

Coordinator for Systems Analysis and Consultation Area; Practicum Coordinator, School-Based Placements

Relevant Experience:

Program Specialist, Mark Twain School-Based Programs, MCPS; U. S. Office of Education Fellow, Bureau of Education for the Handicapped, Office of the Associate Commissioner, Program Planning and Coordination Staff; Education Program Consultant, Dorothea Dix Hospital, Raleigh, North Carolina; Teacher, Durham Child Guidance Clinic, Durham, North Carolina; Head Teacher, Adolescent Unit, John Umstead Hospital, Butner, North Carolina; Director for Teenage Problems, YWCA, Durham, North Carolina

Professional Preparation:

1969	Duke University, Durham, North Carolina	M.Ed.
1960	University of North Carolina, Chapel Hill, North Carolina	A.B.

4. Stanley Fagen

Title:

Supervisor of Professional Development, Mark Twain Programs, MCPS

Major Project Responsibilities:

Program Director; Competency Instruction

Relevant Experience:

Project Director, Mark Twain Staff Development Institute; Director of Evaluation and School Psychologist, Hillcrest Children's Center-American University Teacher Training Project; Clinical Child Psychologist, Hillcrest Children's Center, Washington, D. C., Family Service Agency of Prince George's County, Marlowe Heights, Maryland, and Walter Reed Medical Center, Washington, D. C.; Director of Psychology Training, Hillcrest Children's Center and Children's Hospital of D. C.

Professional Preparation:

1963	University of Pennsylvania, Philadelphia, Pennsylvania	Ph.D.
1959	University of Pennsylvania, Philadelphia, Pennsylvania	M.A.
1957	Brooklyn College, Brooklyn, New York	B.A.

5. Jeffery Hill

Title:

Science Teacher, Lower School, Mark Twain School, MCPS

Major Project Responsibilities:

Coordinator for Behavior Management Area; Competency Instruction

Relevant Experience:

Science Teacher, Lower School, Mark Twain School, MCPS; Science Teacher Kensington Junior High, MCPS; Director, Summer Recreation Program, Department of Recreation, Montgomery County, Maryland; Board of Directors, Montgomery County Jaycees, Maryland; Camp Counselor, Alexander School, Montgomery County, Maryland

Professional Preparation:

1967 Lycoming College, Williamsport, Pennsylvania B.A.

6. Roslyn Inman

Title:

Staff Development Specialist, Mark Twain Programs, MCPS

Major Project Responsibilities:

Practicum Coordinator; Curriculum and Program Development

Relevant Experience:

Staff Development Specialist, Mark Twain Staff Development Institute, 1971-72, MCPS; Mental Health Associate, Office of Pupil Services, MCPS; President, Mental Health Associate Organization, Montgomery County, Maryland

Professional Preparation:

1972 Antioch College, Columbia, Maryland B.A.

7. Phyllis McDonald

Title:

Coordinator of Instructional Resources Center, Mark Twain Programs, MCPS

Major Project Responsibilities:

Coordinator for Curriculum Development and Implementation Area; Competency Instruction

Relevant Experience:

Coordinator, Instructional Resources Center, Mark Twain School; Program Associate, Information Center, Council for Exceptional Children; Teacher of Emotionally Disturbed Children, Christ Child Institute, Rockville, Maryland; Film Consultant, Council for Exceptional Children Film Theatre; Department Editor, Teaching Exceptional Children, Teacher's Theatre Column; Associate Editor, Exceptional Children Journal

Professional Preparation:

1972	The George Washington University, Washington, D. C.	Ed.D.
1966	The George Washington University, Washington, D. C.	Ed.S.
1964	State University of New York, Albany, New York	M.A.
1956	State University of New York, Albany, New York	A.B.

8. Geraldine Meltz

Title:

Supervisor of Mark Twain School-Based Programs, MCPS

Major Project Responsibilities:

Coordinator for Systems Analysis and Consultation Area; Competency Instruction

Relevant Experience:

Supervisor of Mark Twain School-Based Programs, MCPS; Principal, Washington Grove Elementary School, MCPS; Chairman, Program and Facilities Committee, Mark Twain School, MCPS; Assistant Principal, Lone Oak Elementary School, MCPS; Elementary School Teacher and Resource Teacher, MCPS; Director, Teenage Program, Montgomery County Jewish Community; Junior High English Teacher, D. C. Public Schools, Washington, D. C.

Professional Preparation:

1962	George Washington University, Washington, D. C.	M.S.
1941	Wilson Teachers College, Washington, D. C.	B.S.

9. Lois P. Proctor

Title:

Evaluation and Research Specialist, Mark Twain Programs, MCPS

Major Project Responsibilities:

Coordinator for Measurement and Evaluation Activities; Evaluation of Program Delivery

Relevant Experience:

Supervisor of Student Teachers, Special and General Education, The American University; Fellow in Educational Research, The American University; Fellow in Special Education, The American University, Teacher in the Learning Disabilities Clinic, The American University; Research Assistant, Harvard University Delinquency Research

Professional Preparation:

1973	The American University, Washington, D. C.	Ph.D.
1968	The American University, Washington, D. C.	M.Ed.
1946	University of Pennsylvania, Philadelphia, Pennsylvania	B.S. Ed.

10. Judith Tarr

Title:

Diagnostic-Prescriptive Teacher, Mark Twain School, MCPS

Major Project Responsibilities:

Coordinator for Psychoeducational Assessment and Programming Area; Competency Instruction

Relevant Experience:

Diagnostic-Prescriptive Teacher, Mark Twain School, MCPS; Teacher, Catch-Up Classes, MCPS; Cooperative Teacher, Hillcrest Children's Center-American University Training Program in Teaching Emotionally Handicapped Children; Elementary School Teacher, MCPS

Professional Preparation:

1960	University of Michigan, Ann Arbor, Michigan	B.S.

11. Diana D. Thompson

Title:

Staff Development Specialist, Mark Twain Programs, MCPS

Major Project Responsibilities:

Practicum Coordinator, Mark Twain School Placements; Curriculum and Program Development

Relevant Experience:

Instructor, University of Maryland, Department of Special Education; Student Teacher Supervisor; Teacher, Capitol Heights and Mullikin Special Centers, Prince George's County, Maryland; Teacher, Kindergarten and Nursery School, Pittsburgh, Pennsylvania; Resource for parent and teacher groups in Prince George's County, Maryland

Professional Preparation:

1968	University of Maryland, College Park, Maryland	M.A.
1965	Towson State College, Baltimore, Maryland	B.A.

APPENDIX C

Mark Twain Teacher Internship Program Competency Learning Objectives

/Competency Area 1: Psychoeducational Assessment and Programming/

Competency 1.1: Ability to complete a psychoeducational profile including learner strengths and deficits, style, and interpersonal relations.

P.O. 1.1.1. Demonstrates ability to assess functioning in the affective domain, including self-concept, human relations, and problem-solving style from a pupil's cumulative record, observational data, and formal and informal assessment techniques.

B.O. 1.1.1. (a) Translates pupil's statements into appropriate "you feel/you want" statements.

B.O. 1.1.1. (b) Administers an interest survey or engages a pupil in an informal discussion of the pupil's interests, likes, dislikes, etc.

B.O. 1.1.1. (c) Recognizes and selects data relevant to pupil's self-concept, interests, human relations and problem solving style from cumulative record and observational data.

P.O. 1.1.2. Demonstrates ability to assess development and functioning in the perceptual domain from a pupil's cumulative record, observational data, and formal and informal assessment techniques.

B.O. 1.1.2. (a) Administers and interprets the data from the Slingerland (Malcomesius) Specific Language Disabilities Test.

B.O. 1.1.2. (b) Defines, indicates effects on school functioning, and selects, administers and interprets appropriate formal and informal tests for visual memory; visual discrimination; visual to motor performance; auditory discrimination; auditory memory and auditory to motor memory; spatial, temporal and tactile functioning.

B.O. 1.1.2. (c) Lists behaviors which are indicative of possible specific learning disability (SLD).

B.O. 1.1.2. (d) Recognizes and selects data relating to pupil's perceptual development from cumulative record and observational data.

P.O. 1.1.3. Demonstrates ability to assess development and functioning in the cognitive domain from a pupil's cumulative record, observational data, and formal and informal assessment techniques.

B.O. 1.1.3. (a) Defines Piaget's processes of classification and conservation, and distinguishes and lists the characteristics of his levels of cognition.

B.O. 1.1.3. (b) Demonstrates understanding of the use of a variety of materials to assess a pupil's level of cognition and to develop cognitive skills.

B.O. 1.1.3. (c) Classifies typical curriculum questions, statements, and assignments according to Bloom's Taxonomy of Educational Objectives.

B.O. 1.1.3. (d) Recognizes and selects data relating to pupil's cognitive development from cumulative record and observational data.

P.O. 1.1.4. Demonstrates ability to assess pupil functioning in the educational domain, making appropriate inferences about possible cultural exposure, potential learning activities, ability to make use of opportunities and acquire new material, and impairment in functioning through anxiety from test scores and sub-test patterns.

B.O. 1.1.4. (a) Demonstrates knowledge of the history, structure, and uses of the Stanford-Binet.

B.O. 1.1.4. (b) Demonstrates knowledge of the history, structure, and uses of the WISC.

P.O. 1.1.5. Demonstrates ability to assess learning style from a pupil's cumulative record, observational data, and formal and informal assessment techniques.

B.O. 1.1.5. (a) Classifies a list of pupil behaviors according to Rosenberg's Rigid-Inhibited Style, Undisciplined Style, Acceptance-Anxious Style, or Creative Style.

B.O. 1.1.5. (b) Classifies a list of program adjustments as most appropriate to one of Rosenberg's learning styles.

B.O. 1.1.5. (c) Lists at least 10 behaviors and/or signs of SLD's.

B.O. 1.1.5. (d) Recognizes and selects data indicative of pupil's learning style and successful program adjustments made for him from cumulative record.

Competency 1.2: Ability to use assessment information for planning an individual program and for evaluation of progress.

P.O. 1.2.1. Demonstrates ability to use psychoeducational profile data to select, develop and/or implement strategies for achieving stated instructional and behavioral objectives.

B.O. 1.2.1. (a) Describes and/or uses with SLD pupils the following techniques or programs:

1. Orton's Guide to Teaching Phonics with Merrill and Lippincott Linguistic Readers
2. Hickelman's Neurological Impress Remedial Reading Technique
3. Structural Mathematics by Stern, Stern, and Gould
4. VAKT and/or Fernauld Spelling
5. Rhythmic Spelling
6. Audex-Motility Training and Phonics Program
7. Michigan Tracking Program

B.O. 1.2.1. (b) Lists at least 15 techniques and program adjustments appropriate for pupils with SLD's.

B.O. 1.2.1. (c) Selects an appropriate reading program and methods and describes the assessment data that indicate their need.

B.O. 1.2.1. (d) Selects specific program (teaching techniques) recommendations and the assessment data that indicate their need.

B.O. 1.2.1. (e) Demonstrates understanding of and/or uses during practicum Rosenberg's Diagnostic Teaching concepts of learning style.

B.O. 1.2.1. (f) Demonstrates understanding of and/or uses during practicum Rosenberg's affective assessment techniques from Mutual Education.

B.O. 1.2.1. (g) Demonstrates planning for and/or use of program adjustments and strategies based on pupil interests.

B.O. 1.2.1. (h) Demonstrates planning for and/or use of program adjustments and instructional strategies based on the pupil's cognitive functioning profile.

/Competency Area 2: Human Relations and Counseling/

Competency 2.1: Ability to comprehend and clarify individual communications in an educational setting.

P.O. 2.1.1. Demonstrates ability to comprehend individual communications, in terms of content and feeling, with students and peers.

B.O. 2.1.1. (a) Learner will accurately identify and discriminate the content and feeling of written communications.

B.O. 2.1.1. (b) Learner will accurately identify and discriminate the content and feeling of verbal communications in an individual counseling simulation.

P.O. 2.1.2. Demonstrates ability to identify the level of ownership of feelings expressed in written and verbal communications.

B.O. 2.1.2. (a) Learner will accurately identify the level of ownership of feelings in written and verbal communications by attaining 80% of correct ratings of speaker responses.

Competency 2.2: Ability to interact with empathy, respect, specificity, and self-acceptance in an educational setting and promote effective resolutions of helpee problems.

P.O. 2.2.1. Demonstrates knowledge of the concept and expression of the above characteristics in counseling and human relations.

B.O. 2.2.1. (a) Learner will define the concept and expression of respect through appropriate categorizing of levels of respectful expression.

B.O. 2.2.1. (b) Learner will define the concept and expression of empathy through appropriate categorizing of levels of empathic expression.

B.O. 2.2.1. (c) Learner will define the concept and expression of specificity through appropriate categorizing of levels of specificity expression.

P.O. 2.2.2. Demonstrates ability to effectively use each of the above characteristics for a helping relationship.

B.O. 2.2.2. (a) Learner will demonstrate facilitating levels of respect for a helping relationship by display of at least mid-level responses on the respect scale in an individual counseling simulation.

B.O. 2.2.2. (b) Learner will demonstrate facilitating levels of empathy for a helping relationship by display of at least mid-level responses on the empathy scale in an individual counseling simulation.

B.O. 2.2.2. (c) Learner will demonstrate facilitating levels of specificity for a helping relationship by display of at least mid-level responses on the specificity scale in an individual counseling simulation.

B.O. 2.2.2. (d) Learner will demonstrate ability to communicate understanding of specific helpee feelings and sources in an individual counseling simulation.

B.O. 2.2.2. (e) Learner will demonstrate self-acceptance by sending effective "I messages" (for disclosure, immediacy, and confrontation) in an individual counseling simulation.

P.O. 2.2.3. Demonstrates knowledge of strategies for promoting effective resolutions of helpee problems.

B.O. 2.2.3. (a) Learner will demonstrate understanding of the resolution phase of counseling by identifying a resolution strategy appropriate to a problem situation presented in a written case description.

Competency 2.3: Ability to facilitate attainment of humanistic educational goals and objectives in groups.

P.O. 2.3.1. Demonstrates ability to formulate humanistic (affective) educational goals and objectives for groups of students and staff.

B.O. 2.3.1. (a) Learner will state explicit affective goals and objectives related to personal, interpersonal, and system levels of transaction in an educational setting.

B.O. 2.3.1. (b) Learner will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

P.O. 2.3.2. Demonstrates ability to select and develop strategies for achieving affective objectives in groups.

B.O. 2.3.2. (a) Learner will identify at least two specific activities for promoting affective objectives at the personal, interpersonal, and system level of transaction.

B.O. 2.3.2. (b) Learner will develop at least one origiral activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.

P.O. 2.3.3. Demonstrates knowledge of and ability to select a variety of leader functions appropriate to the objectives for and needs of the group.

B.O. 2.3.3. (a) Learner will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

/Competency Area 3: Competency in Curriculum Development and Implementation/

Competency 3.1: Ability to plan and organize an instructional system appropriate to the cognitive and affective needs of students.

P.O. 3.1.1. Demonstrates knowledge and skill in individualizing instruction.

B.O. 3.1.1. (a) Students will participate in class discussion of examples of I. I. and problems in individualizing instruction.

B.O. 3.1.1. (b) Students will select samples of I. I. techniques and demonstrate to class.

B.O. 3.1.1. (c) Students will design and describe adequately an innovative Mini-unit.

P.O. 3.1.2. Demonstrates knowledge of systems of instruction.

B.O. 3.1.2. (a) Students will participate in compiling a list of management systems.

B.O. 3.1.2. (b) Students will achieve 90% proficiency on written exam on Precision Teaching.

Competency 3.2: Ability to develop and select curriculum appropriate to the cognitive and affective needs of students.

P.O. 3.2.1. Demonstrates skill in developing or selecting 3 types of objectives in confluent education: (1) Affective, (2) Cognitive, and (3) Basic or Academic.

B.O. 3.2.1. (a) Students will complete self-instructional program on behavioral objectives (Mager).

B.O. 3.2.1. (b) Students will develop affective taxonomy.

B.O. 3.2.1. (c) Students will present individual taxonomy of affective objectives to class.

B.O. 3.2.1. (d) Students will complete adequately the related portions of Instrument Z (Developing objectives and curriculum for profiled students).

P.O. 3.2.2. Demonstrates understanding of concept and skill in developing or selecting high interest or innovative topics to teach objectives.

B.O. 3.2.2. (a) Students will identify basic or traditional academic skills taught through innovative high interest topics.

B.O. 3.2.2. (b) Students will complete outline of innovative curriculum project and identify basic or traditional academic skills which topic is designed to teach.

B.O. 3.2.2. (c) Students will complete adequately the appropriate portions of Mini-unit assignment and Instrument Z.

P.O. 3.2.3. Demonstrates knowledge of commercially prepared instructional materials or curriculum packages for each type of objective and skill in evaluating them.

B.O. 3.2.3. (a) Students will order commercial curriculum packages for special needs from Evaluation and Selection (MCPS).

B.O. 3.2.3. (b) Students will demonstrate commercial curriculum packages to class and evaluate them on pre-specified criteria.

B.O. 3.2.3. (c) Students will evaluate adequately five commercial curriculum packages.

Competency 3.3: Ability to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.

P.O. 3.3.1. Demonstrates knowledge of and ability to implement affective strategies.

B.O. 3.3.1. (a) Students will participate in the role of learner in workshops on affective strategies.

B.O. 3.3.1. (b) Students will participate in the role of learner in a workshop on creative dramatics.

B.O. 3.3.1. (c) Students will participate in a film workshop.

B.O. 3.3.1. (d) Students will report on or demonstrate (audio-tape) effective use in a practicum classroom of an affective strategy.

B.O. 3.3.1. (e) Students will complete adequately the related portions of the Mini-unit assignment and Instrument Z.

P.O. 3.3.2. Demonstrates knowledge of and ability to implement cognitive strategies.

B.O. 3.3.2. (a) Students will participate in role-playing demonstration of cognitive strategies.

B.O. 3.3.2. (b) Students will compile list of cognitive skills.

B.O. 3.3.2. (c) Students will complete learning centers on Piaget and Bloom.

B.O. 3.3.2. (d) Students will derive cognitive skills from intelligence tests.

B.O. 3.3.2. (e) Students will report on or demonstrate (audio-tape) effective application of a cognitive strategy in the classroom.

B.O. 3.3.2. (f) Students will complete adequately the related portions of Instrument Z.

P.O. 3.3.3. Demonstrates knowledge of and ability to implement strategies to teach creativity.

B.O. 3.3.3. (a) Students will participate in lecture and discussion of theories and strategies of creativity.

B.O. 3.3.3. (b) Students will role-play strategies to teach creativity.

B.O. 3.3.3. (c) Students will report on or demonstrate (audio-tape) effective presentation of a creative strategy in the classroom.

P.O. 3.3.4. Demonstrates knowledge of games and simulation as a strategy to meet objectives.

B.O. 3.3.4. (a) Students will participate in a major educational game.

B.O. 3.3.4. (b) Students will participate in class discussion of evaluation and applicability of games.

B.O. 3.3.4. (c) Students will evaluate adequately two educational games.

Competency 3.4: Ability to select appropriate instructional materials from available resources and develop instructional materials necessary to individualize instruction.

P.O. 3.4.1. Demonstrates skill in preparing audio-visual instructional materials.

B.O. 3.4.1. (a) Students will submit assignments in audio-visual format.

B.O. 3.4.1. (b) Slides, transparencies, ditto masters, and audio-tapes will be of acceptable technical quality.

P.O. 3.4.2. Demonstrates skill in operating "off-the-shelf" audio-visual equipment.

B.O. 3.4.2. (a) Students will operate off-the-shelf equipment and video-tape at learning centers.

B.O. 3.4.2. (b) Students will operate equipment to view curriculum packages.

B.O. 3.4.2. (c) Students will demonstrate operation of a suitable variety of equipment by submission of an audio-visual checklist.

P.O. 3.4.3. Demonstrates knowledge and skill in evaluating films and video-tapes and planning for their use in individualizing instruction.

B.O. 3.4.3. (a) Students will participate in discussion of the use of films and video-tape in the classroom.

B.O. 3.4.3. (b) Students will identify cognitive, affective, and academic skills which can be taught through film making and evaluation.

B.O. 3.4.3. (c) Students will evaluate film, including its applicability in the classroom.

/Competency Area 4: Behavior Management/

Competency 4.1: Ability to establish and reinforce behavioral values, expectations, and limits in an educational setting.

P.O. 4.1.1. Demonstrates knowledge of relevant criteria for identification of "emotionally disturbed" youth.

B.O. 4.1.1. (a) Learner will accurately identify, in writing, at least four criteria for making a decision regarding selection of a student into an educational program for "emotionally disturbed" youth, and will clearly relate these criteria to specific background information provided in a standardized case study of a problem adolescent.

P.O. 4.1.2. Demonstrates ability to identify a personal set of basic behavior standards and limits for all persons in a learning environment (children and staff), including rights and responsibilities (the value-base for setting expectations) and likely consequences of adherence to such standards within and outside the school.

B.O. 4.1.2. (a) Learner will prepare a list of rights and responsibilities which reflect his basic values for student behavior in a school environment.

B.O. 4.1.2. (b) Learner will identify significant desirable behaviors (positive standards) which honor or satisfy a specific right or responsibility.

B.O. 4.1.2. (c) Learner will identify significant behavior violations (limits) which are unacceptable for a specific right or responsibility.

B.O. 4.1.2. (d) Learner will identify the likely consequences of adhering to specific standards and limits within and outside the school.

P.O. 4.1.3. Demonstrates knowledge and ability to design and manage a learning environment so as to enhance and reinforce one's behavior-values.

B.O. 4.1.3. (a) Learner will apply knowledge of at least two of three major educational approaches (i.e., sensory-neurological, psychodynamic-interpersonal, behavior modification) by analyzing a standardized case study of a problem adolescent with regard to the following dimensions: (1) causation, (2) diagnostic or assessment information, (3) goals or objectives. (4) illustrative method(s) to achieve goal(s).

B.O. 4.1.3. (b) Learner will identify, orally or in writing, at least five of seven design and management strategies for enhancing behavior-values as practiced by self or others (i.e., modelling, structuring physical environment, reinforcement, planned ignoring, regulated permission, stating and enforcing consequences, contracting).

B.O. 4.1.3. (c) Learner will demonstrate, through verification by field supervisor, video-tape or audio-tape, successful application of at least five of seven designs and management strategies for enhancing behavior-values.

Competency 4.2: Ability to identify and teach strategies for coping with conflict and frustration in an educational setting.

P.O. 4.2.1. Demonstrates knowledge of the conflict-frustration process.

B.O. 4.2.1. (a) Learner will describe, in writing, a frustration incident which indicates the goal frustrated, the conflict leading to that frustration, and the reaction to that frustration.

P.O. 4.2.2. Demonstrates ability to identify and employ alternatives for teaching students to manage conflict and frustration.

B.O. 4.2.2. (a) Learner will develop an original written lesson plan illustrating at least one strategy for coping with frustration in each major area of adjustment (i.e., internal and external adjustments).

B.O. 4.2.2. (b) Learner will demonstrate an ability to induce a moderate frustration experience in a small group lesson and conduct a meaningful "acceptance" discussion, with adults or students, by presenting a video-tape, audio-tape, or scheduled observation.

B.O. 4.2.2. (c) Learner will demonstrate techniques for teaching at least one strategy for internal adjustment and one strategy for external adjustment in a small group lesson with adults or students by presenting a video-tape, audio-tape, or scheduled observation.

Competency 4.3: Ability to develop and use teacher-intervention techniques to effectively manage disruptive school behavior.

P.O. 4.3.1. Demonstrates knowledge of surface management techniques.

B.O. 4.3.1. (a) Learner will accurately provide a written description of self or others applying at least nine of twelve surface management techniques.

P.O. 4.3.2. Demonstrates ability to effectively use life-space interviewing and operant principles and procedures.

B.O. 4.3.2. (a) Learner will demonstrate in a standardized simulation situation an effective application of a life-space interview.

B.O. 4.3.2. (b) Learner will design, implement and write up an operant program applied to a specific individual or group.

/Competency Area 5: Systems Analysis and Consultation/

Competency 5.1: Ability through knowledge of systems theory to understand and analyze the operation of the school, family, and community as open systems.

P.O. 5.1.1. Demonstrates ability to analyze operations of a school through a systems approach.

B.O. 5.1.1. (a) Identifies formal and informal power structure in a school.

B.O. 5.1.1. (b) Demonstrates knowledge and understanding of differences between system roles and values and personal roles and values.

B.O. 5.1.1. (c) Identifies decision making processes in a school.

B.O. 5.1.1. (d) Identifies different leadership styles of school administrators.

B.O. 5.1.1. (e) Demonstrates knowledge and understanding of the relationship between leadership style and goal achievement in a school situation.

P.O. 5.1.2. Demonstrates ability to analyze the family unit as a system.

B.O. 5.1.2. (a) Identifies major functions of a family system.

B.O. 5.1.2. (b) Demonstrates recognition of how overlapping of family system functions and school system functions can create conflict which affects child's learning and behavior.

B.O. 5.1.2. (c) Identifies areas where family dysfunction and/or school dysfunction may cause a "learning disability" symptom in a child.

P.O. 5.1.3. Demonstrates ability to understand ways in which the community affects the functioning of schools and families.

B.O. 5.1.3. (a) Identifies overlapping functions of school, community, home.

B.O. 5.1.3. (b) Demonstrates knowledge of community resources which can support and supplement school resources.

Competency 5.2: Ability to use skill and knowledge in conferencing and consulting within and between systems.

P.O. 5.2.1. Demonstrates ability to plan and conduct family-school conferences.

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B.O. 5.2.1. (a) Given a set of circumstances which call for a family conference, the learner constructs a plan which will take into consideration the roles of all participants so that reasonable expectations for action from all participants will follow.

B.O. 5.2.1. (b) Demonstrates knowledge of techniques in family conferencing in simulations.

B.O. 5.2.1. (c) Uses skills of conferencing strategies to conduct family/school conferences.

P.O. 5.2.2. Demonstrates ability to act as a consultant to school colleagues.

B.O. 5.2.2. (a) Demonstrates knowledge of steps in a consultative relationship.

B.O. 5.2.2. (b) Demonstrates ability to use consultation skills in a simulated conference.

B.O. 5.2.2. (c) Demonstrates ability to use consultation skills in a school setting.

Competency 5.3: Ability to use knowledge of educational systems and skills in conferencing and consulting to effect school change.

P.O. 5.3.1. Demonstrates knowledge and understanding of techniques of problem analysis.

B.O. 5.3.1. (a) Demonstrates knowledge of cybernetic techniques for conflict intervention.

B.O. 5.3.1. (b) Demonstrates knowledge of conflict cycle.

P.O. 5.3.2. Demonstrates knowledge and understanding of various programs designed to create change in learning environments.

B.O. 5.3.2. (a) Describes three or more programs developed to influence learning environments of elementary and secondary students experiencing difficulties in school.

P.O. 5.3.3. Demonstrates ability to use knowledge of systems, communications skills, and problem solving to design and implement educational plans for problem children.

B.O. 5.3.3. (a) Designs and carries out educational plan for a particular child and evaluates plan's effectiveness in meeting the goals set forth in plan.

APPENDIX D

Report of Curriculum Review Panel

August 1974

SITE - VISIT REPORT

ON THE

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Submitted By:

Dr. Lyndal M. Bullock, Chairman
Dr. Frank Bruno
Dr. Anne Carroll

Introduction

On August 5 and 6, 1974 a program evaluation team consisting of Drs. Lyndal M. Bullock, Gainesville, Florida; Frank Bruno, Lansing, Michigan; and Anne Carroll, Denver, Colorado, visited the Mark Twain School and Montgomery County Public Schools for the purpose of reviewing the curriculum of the Mark Twain Internship Program. During this visit many aspects of the total program were reviewed because of the integration of various existing programs and the personnel involved in those programs.

During the two day visit the review team had the opportunity to interview Porter, Fagen, Checkcn, Proctor and Lessenco for the purpose of gaining insight into the context of the internship program. Others interviewed included Dr. Tom O'Toole, Director of Supplementary Education; Dr. Orloff, Director of MC Staff Development; two school principals who have Mark Twain School-Based Programs (MTSBP) operating in their schools; Internship Program seminar leaders for curriculum, behavior management, systems analysis, psychoeducational assessment and counseling; teachers of MTSBP who supervise interns; Internship Program personnel responsible for the supervision of the interns; Internship Program graduates; a group of high school students who have had interns working with them; and the consulting psychiatrist.

The information gleaned from conversations and observations has enabled this panel to arrive at several conclusions which represent an outside perspective. The conclusions drawn are subject to the same limitations imposed upon any outside review team.

The MCPS staff are to be congratulated for conceiving an inservice education program which has a real world approach focusing upon a specific

job description and specific job role with the end result being the identification of a new role in MCPS designed to provide a full continuum of services for children and youth. The competency-based aspect of the program is timely; the attempt to develop a competency-based component dealing with the affective domain is a forerunner in educational practice.

The emphasis upon interpersonal skill development is highly commendable for this appears to be essential, especially in a school-based role. The evaluation aspects of the program appears to be well thought out and a demonstration on the part of the evaluation team to be flexible and willing to change whenever appropriate was evident.

The staff is to be commended for its dedication to the program. This is readily evidenced by the long hours devoted to the tasks and the enthusiasm shared by the staff members.

Competency Specification

To assess "The statements of teacher competency learning objectives for their comprehensiveness and relevance to the preparation of teachers of adolescents with special needs."

An analysis of the competencies specified for the internship program are well stated and reflect an attempt to keep competency statements relevant to the job for which interns are being prepared. The five generic areas defined are representative of the necessary components for a training program designed to assist adolescents with special needs; however, an analysis of the specific B.O.s and P.O.s, especially in the area of curriculum and psychoeducational assessment, fail to reflect the breadth and intensity one would expect. In the curriculum area a greater emphasis should be placed upon teaching basic school subjects with a focus upon integrating social development within the academic framework. Also missing within the curriculum area is a prevocational or vocational focus which would provide the intern with knowledge and skill necessary to

solicit participation of vocational education, rehabilitation counseling and work-study personnel connected with the schools.

The area of psychoeducational assessment needs to be more specifically stated in some instances, i.e. B.O.1.1.2.(b), P.O.1.1.4. There are several statements which appear not to have much relevance, i.e. B.O.1.1.4.(a) (b), B.O.1.1.5(a)(b).

The areas of Human Relations and Counseling and Behavior Management appear to be the most highly developed areas; however, in the area of Human Relation and Counseling, it appears that there is a critical need to structure more specific opportunity to focus upon "conferencing" techniques, which would involve strategies to reach parents and teachers, and a greater emphasis upon group counseling techniques.

It is recommended that the leadership of the Internship Program consider having one or more "experts" to spend work sessions with seminar leaders to rethink, evaluate, prioritize, and further delineate competency statements. Also it would appear to be desirable to seriously consider how the competency statements overlap in the various generic areas and design perhaps a more efficient and/or more integrated method of instruction in order to reach a stated goal. There is a critical need to consider competencies that are to be gained specifically in the field experiences or to devise a method to integrate theoretical considerations into demonstrated practice.

There does seem to be some descrepancy in whether interns are aware of the competencies to be gained prior to instruction.

Instruction

To assess "The provision for and adequacy of modes of instruction, learning activities, content, and resources for the attainment of stated objectives."

An analysis of the instructional process leads to the recommendation

that greater evidence should be demonstrated in the use of a variety of instructional modes and a better utilization of the skills possessed by seminar leaders. Probably the place to begin would be for the Internship Program faculty as a group (a) to review the modes and content currently being used in the various seminars; (b) to review the skills of each seminar leader and see how leaders can assist each other through teaming, etc.; (c) to consider various instructional resources that are already available which could be used to facilitate instruction (i.e. textbooks, professional library, hardware, software, etc.); (d) to seek ways to utilize the Dial-Access system and other A-V equipment to support instructional modules; and (e) to seek ways to integrate seminar experiences with the practicum requirements.

As an outcome of such an "in-house" review of current practices content of the seminars may be reordered to reflect more manageable units of instruction. In addition, ways of more effectively accommodating for individual differences in learning preferences may be found.

One serious weakness in the area of instruction is that of arranging for greater self-pacing of the interns. Although this is extremely difficult in the initial stages of program development and until several related modules are developed, it must be kept as a goal to be achieved. Self-pacing activities should be instituted as materials and procedures can be formulated. Self-pacing should not only be limited to the seminar activities but built into the field experience components as well.

Because of the comprehensiveness of the program, the commitment of the interns, and the number of hours that students are involved, greater self-pacing and self-monitoring opportunities could become valuable reinforcers to students. It would also provide the learner with some opportunities for the selection of activities for greater enrichment.

It is recommended that interns have a greater opportunity to rotate through a variety of practicum settings to observe different teaching models, to "feel" the atmosphere in different buildings, etc.

Competency Assessment

To assess (1) "The adequacy of specification of means for determining whether trainee performance meets criterion levels" and (2) "The adequacy of the provision for assessment of the learning experiences in terms of competency criteria."

The assessment of the competencies are related to the goal statements and in most cases are precisely delineated. The recommendation, which is also alluded to elsewhere in this report, is to seek additional ways of demonstrating competence rather than in simulation, paper-pencil tasks, etc. The accomplishment of this could in fact be one of the things to make the Internship Program indeed exemplary.

There appears to be a lack of consistency among seminar leaders and others responsible for determining when competency has been reached on a specified P.O. or B.O. Regular meetings of seminar faculty could be a means to communicate and plan for consistent implementation. Such clarity would also assist the interns by providing more immediate feedback on individual performance.

It is suggested that practicum supervisors be more selective in the placement of interns. A deliberate effort should be made to match the competencies to be attained with a particular practicum setting; otherwise, the time spent becomes only an experience rather than an experience for a specified purpose.

Human Relations

To assess "The degree to which program objectives are pursued in a

manner which promotes the worth and dignity of each individual participant."

The Internship program has a strong emphasis upon Human Relations. This is felt in the warmth and concern evidenced for each other, especially among the interns themselves. However, although the interns feel concerned about each other, there appears to be an intense amount of resentment and hostility on their part about certain aspects of the program. These feelings could perhaps be somewhat alleviated if the interns were provided an opportunity to self-pace, self-monitor and self-select many of their experiences. A plan designed to include the group of interns as "trusted," "worthy" team members in this internship experience would be highly desirable. Through such a "team effort" students not only learn but contribute to the learning of the leadership of the project and can become contributors to module development, evaluation, etc.

Program Management

To assess (1) "The effectiveness of the organizational processes and procedures for implementation of program objectives and (2) "The adequacy of provision for public sharing of the objectives, criteria, means of assessment and activities."

The Internship program as conceived is indeed an exciting one. The manpower and organizational structure necessary to effectively implement such a program is tremendous, as can be attested to by the Internship Program faculty; however, there comes a point in time, after the initiation of an innovative project, that a careful analysis must be done to assess the maintenance and expansion possibilities. To this review panel, it appears that the project faculty have "gone an extra mile" in terms of the amount of energies expended since the inception of the project. It is recommended that an evaluation (time study) be made of what can be effectively maintained with the current level of staffing and how much more staff would be necessary to fully maintain

at the current level and/or to expand, if that is desirable. It is unrealistic to expect to maintain quality without a cadre of staff to meet the demands of the program.

The management aspects of the Internship program (i.e. policies, role delineations, procedures, etc.) appear to be well defined with the exception of the provision for staff, assessment and improvement and some time for self-renewal.

In addition to the comments made in the aforegoing sections, it is recommended that (a) an investigation be made of a resource center retrieval system which would assist in the indexing of materials so as to be available through the Dial-access and which would assist in making a periodic review of resources available through MT and MCPS; (b) a careful review be made, by the Internship program faculty, of all aspects of the Internship program wit the purpose of eliminating duplication of areas, finding more effective/efficient strategies regarding training, etc.; (c) the field experience part of the program be analyzed to ensure clarity as to the process, verification, and evaluation of the competencies; (d) the faculty seek to include an in-service component designed to teach and provide experiences in conducting and planning inservice programs for classroom teachers; and (e) the administration seek to establish a cooperative working relationship with a local college or university which could provide mutually satisfying benefits. For the Internship program it could mean a Master's degree, new ideas from the outside and an ongoing consultant relationship.

This program has so many outstanding features that could indeed make an impact upon MCPS and serve as an exemplary program for the nation, if only it can now move from an experimental, minimally funded, pilot project to one with adequate funding in order to provide (a) sufficient quality personnel, (b) consultants, and (c) other resources deemed vital to the programs maintenance.

There appears to be little provision for public sharing of the objectives, etc. The project has passed now from an initiation phase to a maintenance phase and should now be ready to share its strength and weaknesses. There is NOTHING here to be reluctant to share with school districts or university personnel. The review panel would encourage greater dissemination through article form, convention, conference appearances and whatever other means can be generated.

Evaluation

The evaluation team assigned to the Internship Program appears to be generating a lot of data relative to the various aspects of the program; however, the review panel did not address itself to this particular aspect of the program. Following the rather intensive review of the total program several questions, however, did arise which may be of assistance.

1. What implications does the selection factor have for program planning for any given intern? Is there differentiation made regarding entry levels, etc.?
2. Are evaluations suggesting the need for instructional modes other than those being used?
3. Can a system be set up for validating these competencies on-the-job after graduation? This would make a great contribution!
4. What is the evaluation of the independent studies?
5. What about individual intern goal assessment? Is this considered upon entry to the Internship program?
6. Evaluation is important and if it is, what provisions are there for the intern to develop evaluation skills while in this program?
7. Is there an ongoing, longitudinal, evaluation design built into this program?
8. Is the follow-up data suggesting any program changes?

Summary

An attempt has been made to respond to as many aspects of the Internship program as possible. The review panel feels strongly that this is a good program, but encourages its leaders to reach out, glean from others, share the program with others and consequently, rethink, re-evaluate and continue to make progress. The monumental task which has been undertaken (competency-based) is one that is never completed, and one that is always under revision and change. This is probably the most frustrating part of it all, yet one that ensures continuous growth.

APPENDIX E

Form Used for Practicum, Seminar, and Summary Evaluation of Intern Competencies

MARK TWAIN SCHOOL
14501 Avery Road
Rockville, Maryland 20853

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Evaluation Form

Intern _____ Date _____

Supervisor(s) _____

A primary objective of the Mark Twain Teacher Internship Program is to promote effectiveness in both professional competencies and personal characteristics judged to be critical for teaching youth with emotional and learning difficulties. This form provides a means for assessing intern performance in both of these categories. It is expected that this evaluation format will serve as a focus for individual conferencing to promote continuing professional development.

I. Professional Competency.
Consider the above named intern in relation to what you think would be an acceptable level of skill for a teacher of adolescents with learning and emotional problems. Thus, for the purpos of this evaluation, judging the intern as "Effective" in a competency would mean you believe this level of skill to be acceptable or adequate. Indicating "Highly Effective" would mean that you judge the intern as having advanced well beyond an acceptable or adequate level. "Needs Strengthening" would mean that you judge the intern as not yet having reached an acceptable or adequate level.

Please note that there are seven points on each rating scale. However, in making your ratings, you may place an X at any point along the continuum from 1 to 7. If you feel unable to rate the intern in a particular subcompetency, circle the "N" in the "No Opinion" column. Please write comments, if any, in the spaces provided.

Competency Learning Area	Competency Objectives	Needs Strength			Effective		Highly Effective		No Opinion
I. Psychoeducational Assessment	1.1. Able to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions.	1	2		3	4 5	6	7	N
	1.2. Able to use assessment information for planning an individual program and for evaluation of progress.	1	2		3	4 5	6	7	N
	Comments:								
II. Human Relations and Counseling	2.1. Able to comprehend and communicate effectively in an educational setting.	1	2		3	4 5	6	7	N
	2.2. Able to interact with empathy, respect, specificity, self-awareness, and self-acceptance.	1	2		3	4 5	6	7	N
	2.3. Able to facilitate attainment of humanistic educational objectives in groups.	1	2		3	4 5	6	7	N
	Comments:								
III. Curriculum Development and Implementation	3.1. Able to plan and organize an instructional system appropriate to the cognitive and affective needs of students.	1	2		3	4 5	6	7	N
	3.2. Able to develop and select curriculum content appropriate to the cognitive and affective needs of the student.	1	2		3	4 5	6	7	N
	3.3. Able to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.	1	2		3	4 5	6	7	N
	3.4. Able to select appropriate instructional materials from available resources and develop materials necessary to individualize instruction.	1	2		3	4 5	6	7	N
	Comments:								

Note: Completed by seminar instructor and each of three practicum supervisors.
This form has been used with minor revisions, but containing the same categories of information, each internship year.

APPENDIX E cont.

Competency Area	Competency Objectives	Needs Strength		Effective			Highly Effective		No Opinion
IV. Behavior Management	4.1. Able to establish and reinforce behavioral values, expectations and limits in an educational setting.	1	2	3	4	5	6	7	N
	4.2. Able to identify and teach strategies for coping with conflict and frustration in an educational setting.	1	2	3	4	5	6	7	N
	4.3. Able to develop and use teacher intervention techniques to effectively manage disruptive school behavior.	1	2	3	4	5	6	7	N
	Comments:								
V. Systems Analysis and Consultation	5.1. Able to formulate and communicate concepts of family, community, and educational systems and their effects on student behavior and adjustment.	1	2	3	4	5	6	7	N
	5.2. Able to identify and use organizational processes and structures for communication, decision-making, and conflict resolution.	1	2	3	4	5	6	7	N
	5.3. Able in a consultative process to help others identify and understand student, staff, and own behavior within a given system.	1	2	3	4	5	6	7	N
	Comments:								

II. Personal Characteristics.

Consider how typically the intern displays the following highly valued characteristics. For the purpose of this evaluation, "Effective" means the intern often displays each of the attributes comprising the personal characteristic. "Highly Effective" means he or she typically displays each of the attributes for that characteristic "Needs Strengthening" would mean that the intern does not often display each of the attributes.

Please note again that there are seven points on each rating scale. In marking your ratings you may place an X at any point along the continuum from 1 to 7. Circling "N" indicates that you feel unable to rate the intern on that characteristic. Please write any comments in the spaces provided.

Characteristic	Criteria Attributes	Needs Strength		Effective			Highly Effective		No Opinion
Emotional Stability	As evidenced by reality orientation, sense of humor, calmness and appropriateness of involvement in crisis situations, perseverance under stress, optimism, satisfaction from own efforts, honesty with self and others, resilience, and flexibility.	1	2	3	4	5	6	7	N
	Comments:								
Interpersonal Relations	As evidenced by respect for and interest in others, openness to ideas of others, ability to work in groups, empathy and warmth towards others, and appreciation of strengths in others.	1	2	3	4	5	6	7	N
	Comments:								
Initiative and Follow Through	As evidenced by courage to initiate new ideas, thoroughness, ability to work independently, willingness to engage in problem solving, and willingness to try new alternatives.	1	2	3	4	5	6	7	N
	Comments:								

APPENDIX F

Critiques of Seminars by Participants at End of Instruction

I. Psychoeducational Assessment and Programming

Mean Rating on Scale of 1-5 (low-high)

Questions	1972-73 Interns	Fall 1973 Interns	Fall 1973 All	Spring 1974
1. Clarity of objectives	4.5	4.5	4.6	4.7
2. Agreement of objectives & content	4.6	4.5	4.6	4.7
3. Time well used	4.6	4.8	4.8	4.7
4. Instructor preparation	4.8	5.0	5.0	4.8
5. Activities not repetitive	3.6	4.5	4.6	4.2
6. Challenging problems raised	3.4	4.4	4.7	4.5
7. Helpfulness & concern of instructors	4.1	4.8	4.9	4.5
8. Emphasis on major concepts	4.0	4.8	4.9	4.4
9. Self-expression encouraged	3.9	4.9	4.9	4.9
10. Availability of instructors	4.3	4.8	4.8	4.6
11. Appropriate evaluation activities	3.8	5.0	5.0	4.5
12. Interest heightened by seminars	4.3	4.9	4.8	4.7
13. Scope: too little (1)--too much (5)	4.1	3.4	3.6	3.5
14. Work load: too little--too much	3.3	3.3	3.3	3.3
15. Difficulty of material: too little--too much	3.0	3.0	3.0	3.1
16. Pacing of instruction: too little--too much	4.0	3.3	3.3	3.5
17. (a) Emphasis on theory: too little--too much	3.6	3.1	3.3	3.4
(b) Emphasis on practice: too little--too much	2.7	3.0	2.9	3.3
18. Skill of instructors	3.6	5.0	5.0	4.6
19. General rating of:				
(a) lectures	3.4	4.8	4.9	4.4
(b) discussions	2.8	4.8	4.8	4.4
(c) small group & special acts	3.3	4.6	4.4	4.4
(d) reading materials	3.5	4.6	4.8	3.9
(e) films & special materials	3.5	4.9	4.9	3.9
(f) visiting speakers	3.0	4.9	4.6	4.0
(g) evaluation activities	2.6	4.6	4.4	3.9
(h) feedback	3.3	4.4	4.3	4.1
20. Usefulness for role performance	3.5	4.9	4.9	4.4
21. (a) Overall value of seminars	3.5	4.9	4.9	4.5
(b) Overall value of instruction	3.6	4.9	4.9	4.7

Some most effective learning experiences:

Fall 1973	Spring 1974
I.Q. testing; Rosenberg materials; Cognitive & perceptual diagnostic activities; Reading activities.	Class on testing; L.D. materials; Using pupil record; Synetics; Small group work.

Some least effective learning experiences:

Fall 1973	Spring 1974
Bloom Taxonomy; I.Q. testing.	Taxonomy test; I.Q. lecture; Piaget material.

Some additional comment:

Fall 1973	Spring 1974
Raves for psychoeducational instructor; Wish for longer course; Hour too late.	Practical and well-organized; Forced me to focus on child and look for reasons.

II. Human Relations and Counseling

Mean Rating on Scale of 1-5 (low-high)

Question	1972-73 Interns	Fall 1973 Interns	Fall 1973 All	Spring 1974
1. Clarity of objectives	4.1	4.6	4.7	5.0
2. Agreement of objectives & content	3.9	4.3	4.3	4.7
3. Time well used	3.8	3.7	4.1	4.7
4. Instructor preparation	4.8	4.6	4.8	4.7
5. Activities not repetitive	3.2	3.9	3.5	4.6
6. Challenging problems raised	3.5	4.6	4.4	3.8
7. Helpfulness & concern of instructors	4.5	5.0	4.9	4.9
8. Emphasis on major concepts	4.1	4.5	4.4	4.8
9. Self-expression encouraged	4.3	4.5	4.5	4.4
10. Availability of instructors	4.3	5.0	4.8	4.9
11. Appropriate evaluation activities	4.1	5.0	5.0	4.8
12. Interest heightened by seminars	4.3	4.6	4.7	4.5
13. Scope: too little (1)--too much (5)	2.8	3.6	3.5	3.5
14. Work load: too little--too much	3.1	3.3	3.1	3.1
15. Difficulty of material: too little--too much	2.8	3.2	3.1	3.3
16. Pacing of instruction: too little--too much	3.6	3.6	3.3	3.4
17. (a) Emphasis on theory: too little--too much	2.8	3.1	3.5	3.1
(b) Emphasis on practice: too little--too much	3.0	3.4	3.0	2.8
18. Skill of instructors	3.8	4.8	4.8	4.5
19. General rating of:				
(a) lectures	3.5	4.1	4.5	3.3
(b) discussions	3.5	4.6	4.5	4.0
(c) small group & special acts	3.1	4.7	4.7	4.7
(d) reading materials	3.5	4.3	4.0	NA
(e) films & special materials	3.1	NA	NA	3.8
(f) visiting speakers	3.0	NA	NA	NA
(g) evaluation activities	3.9	4.3	4.4	4.0
(h) feedback	3.8	4.0	4.3	4.4
20. Usefulness for role performance	3.9	4.6	4.4	4.5
21. (a) Overall value of seminars	3.9	4.9	4.9	4.7
(b) Overall value of instruction	4.0	4.9	5.0	4.5

Some most effective learning experiences:

Fall 1973

Group role-playing; One-to-one counseling; Discriminating content/feeling; Empathy/respect training; I messages.

Spring 1974

Small group discussions; I messeages; Empathy/respect training; Role-playing; LSI.

Some least useful learning experiences:

Fall 1973	Spring 1974
Rating messages; Inducing frustration; Some lectures.	Some lectures; Large groups; Pre-test with videotape.

Some additional comment:

Fall 1973	Spring 1974
Appreciate talent & effort of instructors; Should have fewer simulations & more practicum demos.	Very practical & stimulating; Good instructions; Changed me personally.

III. Curriculum Development and Implementation

Mean Ratings on Scale of 1-5 (low-high)

Question	1972-73 Interns	Fall 1973 Interns	Fall 1973 All	Spring 1974
1. Clarity of objectives	3.6	3.6	3.8	4.6
2. Agreement of objectives & content	3.5	3.1	3.6	4.7
3. Time well used	3.0	3.3	3.4	4.9
4. Instructor preparation	3.8	4.0	3.5	5.0
5. Activities not repetitive	3.6	3.6	3.7	3.1
6. Challenging problems raised	3.5	3.3	3.9	4.7
7. Helpfulness & concern of instructors	4.1	3.9	3.9	5.0
8. Emphasis on major concepts	3.1	3.6	3.8	4.8
9. Self-expression encouraged	3.6	3.8	4.1	4.4
10. Availability of instructors	4.4	4.1	3.8	4.6
11. Appropriate evaluation activities	3.7	3.6	3.8	4.6
12. Interest heightened by seminars	3.5	3.1	3.6	4.1
13. Scope: too little (1)--too much (5)	3.0	2.6	1.8	3.9
14. Work load: too little--too much	3.4	2.8	2.9	4.2
15. Difficulty of material: too little--too much	2.4	2.3	2.6	3.2
16. Pacing of instruction: too little--too much	2.9	2.8	2.6	3.2
17. (a) Emphasis on theory: too little--too much	3.1	3.0	3.5	3.3
(b) Emphasis on practice: too little--too much	2.8	2.9	2.7	3.0
18. Skill of instructors	3.0	2.9	2.9	4.4
19. General rating of:				
(a) lectures	2.5	2.6	2.8	3.9
(b) discussions	2.8	3.4	3.4	4.0
(c) small group & special acts	3.3	3.5	3.8	4.2
(d) reading materials	2.9	3.4	3.7	3.4
(e) films & special materials	3.5	4.0	4.3	3.8
(f) visiting speakers	3.0	4.7	4.8	4.4
(g) evaluation activities	3.0	3.4	3.4	3.4
(h) feedback	3.1	3.2	3.1	3.4
20. Usefulness for role performance	3.3	3.3	3.4	3.9
21. (a) Overall value of seminars	3.1	2.8	3.1	4.4
(b) Overall value of instruction	3.0	3.0	3.1	4.2

Some most effective learning experiences:

Fall 1973	Spring 1974
Games; Films; Drama lab; Precision teaching.	Affective curriculum; Games; Drama lab.

Some least effective learning experiences:

Fall 1973	Spring 1974
Star power; Learning theory.	Commercial packages; Learning centers.

Some additional comment:

Fall 1973	Spring 1974
Still not confident in all subjects; Some seminars need better planning.	Rewarding course; Too much work outside of class.

IV. Behavior Management

Mean Rating on Scale of 1-5 (low-high)

Question	1972-73 Interns	Fall 1973 Interns	Fall 1973 All	Spring 1974
1. Clarity of objectives	4.3	4.5	4.4	4.9
2. Agreement of objectives & content	4.4	4.5	4.6	4.9
3. Time well used	4.0	3.7	4.0	4.8
4. Instructor preparation	4.6	4.7	4.8	4.9
5. Activities not repetitive	3.6	3.7	3.8	4.7
6. Challenging problems raised	3.4	4.0	4.2	4.9
7. Helpfulness & concern of instructors	4.3	4.8	4.8	4.9
8. Emphasis on major concepts	3.8	4.3	4.7	4.7
9. Self-expression encouraged	4.0	4.2	4.5	4.9
10. Availability of instructors	4.3	4.8	4.8	4.9
11. Appropriate evaluation activities	4.3	4.8	4.9	4.9
12. Interest heightened by seminars	4.1	3.8	4.2	4.7
13. Scope: too little (1)--too much (5)	2.8	3.5	3.3	3.3
14. Work load: too little--too much	2.7	3.5	3.2	3.5
15. Difficulty of material: too little--too much	2.4	3.3	3.0	3.1
16. Pacing of instruction: too little--too much	2.5	3.3	3.3	2.9
17. (a) Emphasis on theory: too little--too much	2.9	3.3	3.2	2.9
(b) Emphasis on practice: too little--too much	2.8	2.8	2.9	3.1
18. Skill of instructors	3.4	4.7	4.7	4.9
19. General rating of:				
(a) lectures	3.1	3.5	3.5	4.3
(b) discussions	3.0	4.4	4.3	4.6
(c) small group & special acts	3.1	4.5	4.3	4.9
(d) reading materials	3.4	3.7	3.6	4.2
(e) films & special materials	3.1	NA	NA	NA
(f) visiting speakers	3.0	NA	NA	NA
(g) evaluation activities	2.9	3.7	3.8	4.5
(h) feedback	3.3	4.1	3.9	4.4
20. Usefulness for role performance	3.6	4.1	4.1	4.8
21. (a) Overall value of seminars	3.4	4.7	4.6	4.9
(b) Overall value of instruction	3.6	4.7	4.6	4.9

Some most effective learning experiences:

Fall 1973

LSI; Frustration inducement; Using surface management strategies.

Spring 1974

LSI; Frustration inducement; Operant project; Small group work.

Some least effective learning experiences:

Fall 1973	Spring 1974
Some lectures; Operant project; Seminar on surface management.	Operant project and lectures; Reinforcing behavior values.

Some additional comments:

Fall 1973	Spring 1974
Instructors well prepared and caring; Too many things left unfinished; Enjoyed & learned.	Excellent-learned a lot; Helpful, supportive instructors; Would like more on LSI; I've already started using it; Should spend less time on obviously individual concerns.

V. Systems Analysis and Consultation

Mean Rating on Scale of 1-5 (low-high)

Question	1972-73 Interns	Fall 1973 Interns	Fall 1973 All	Spring 1974
1. Clarity of objectives	3.4	4.0	3.5	3.6
2. Agreement of objectives & content	3.7	4.6	4.4	3.6
3. Time well used	3.3	4.3	4.1	3.4
4. Instructor preparation	3.7	4.5	4.5	4.2
5. Activities not repetitive	3.7	3.5	3.5	3.0
6. Challenging problems raised	3.4	4.3	4.5	3.8
7. Helpfulness & concern of instructors	4.0	3.9	4.3	4.2
8. Emphasis on major concepts	3.3	4.1	4.3	3.8
9. Self-expression encouraged	3.9	4.5	4.6	4.6
10. Availability of instructors	4.0	5.0	4.6	3.6
11. Appropriate evaluation activities	3.8	4.5	4.5	4.0
12. Interest heightened by seminars	4.0	4.6	4.8	3.4
13. Scope: too little (1)--too much (5)	2.7	3.0	2.8	3.4
14. Work load: too little--too much	2.6	3.6	4.1	4.4
15. Difficulty of material: too little--too much	2.6	3.0	3.0	2.8
16. Pacing of instruction: too little--too much	2.4	3.0	3.0	2.8
17. (a) Emphasis on theory: too little--too much	2.9	3.3	3.1	3.0
(b) Emphasis on practice: too little--too much	2.8	3.0	2.9	2.8
18. Skill of instructors	2.8	3.9	4.3	3.0
19. General rating of:				
(a) lectures	2.8	3.4	3.4	3.0
(b) discussions	2.9	3.8	3.9	3.2
(c) small group & special acts	3.2	4.4	4.7	3.8
(d) reading materials	3.0	3.4	3.5	3.8
(e) films & special materials	3.0	3.6	3.4	3.2
(f) visiting speakers	3.1	4.9	4.8	4.4
(g) evaluation activities	3.1	4.1	4.3	2.8
(h) feedback	3.4	4.0	4.3	3.0
20. Usefulness for role performance	3.5	4.0	4.4	3.2
21. (a) Overall value of seminars	3.0	3.8	4.1	3.0
(b) Overall value of instruction	3.0	3.8	4.3	3.0

Some most effective learning experiences:

Fall 1973

Cybernetic loop; Role-playing; Conferencing; Guest speakers.

Spring 1974

Cybernetic loop; Role-playing; Guest speakers.

Some least effective learning experiences:

Fall 1973	Spring 1974
Some lectures; Systems theory.	Role-playing; Evaluation tasks.

Some additional comments:

Fall 1973	Spring 1974
Great; Would like more emphasis on practice and less on theory.	Enjoyed course; too many written assignments.

APPENDIX G

Critique of Program by Graduates and Their Supervisors

Average ratings on a 5-point scale of specific aspects of instruction.

A. Ratings of Relevance of Competencies and Effectiveness of Use by Graduates

	Relevance				Effectiveness			
	Graduate		Principal		Graduate		Principal	
	Median	(Mean)	Median	(Mean)	Median	(Mean)	Median	(Mean)
1.1 Completion of a Psychoeducational Profile	5.0	(4.1)	4.0	(4.3)	4.0	(4.1)	3.5	(3.7)
1.2 Use of Assessment Information	5.0	(4.4)	5.0	(4.9)	4.0	(3.9)	4.0	(3.9)
2.1 Effective Comprehension and Communication	5.0	(5.0)	5.0	(4.7)	5.0	(4.6)	5.0	(4.4)
2.2 Effective Interaction	5.0	(5.0)	5.0	(5.0)	5.0	(4.6)	5.0	(4.6)
2.3 Facilitation Humanistic Education in Groups	5.0	(4.6)	5.0	(4.7)	4.0	(4.1)	4.0	(4.4)
3.1 Development of Instructional Systen	5.0	(4.3)	5.0	(4.4)	4.0	(3.9)	4.0	(3.9)
3.2 Development of Appropriate Curriculum	5.0	(4.3)	4.0	(4.1)	4.0	(3.7)	4.0	(4.0)
3.3 Development of Learning Activities	5.0	(4.4)	5.0	(4.4)	4.0	(3.7)	4.0	(4.1)
3.4 Selection of Appropriate Materials	4.0	(4.3)	5.0	(4.1)	4.3	(4.4)	4.0	(4.1)
4.1 Establishment of Behavioral Goals	5.0	(5.0)	5.0	(4.9)	5.0	(4.6)	5.0	(4.4)
4.2 Identification of Teaching Strategies	5.0	(4.9)	5.0	(4.9)	5.0	(4.3)	5.0	(4.3)
4.3 Use of Intervention Techniques	5.0	(5.0)	5.0	(4.7)	5.0	(4.1)	4.0	(4.0)
5.1 Communication of Concepts of Systen	5.0	(4.3)	4.0	(4.0)	4.0	(4.1)	4.0	(4.0)
5.2 Use of Organizational Processes	5.0	(4.6)	3.0	(3.4)	4.0	(4.2)	4.0	(3.7)
5.3 Use of Consultation Process	5.0	(4.8)	5.0	(4.4)	4.5	(4.0)	4.0	(4.0)

Training Priorities and Comments by Principals/Team Leaders

1. Priorities: Skill in helping students develop acceptable behavior patterns; Skill in individualizing program; Need for early identification and referral of severe problems; Skills for working with severe problems; Psychoed and BM skills.

2. Comments: Top-notch person; Hard working, dedicated resource person; Program is a blessing for the school.

B. Ratings of Training	End of Training	One Year Later
1. Focus on major aspects?	3.6	3.7
2. Effectiveness of instructors?	3.4	3.7
3. Rating of:		
a. lectures	3.0	3.4
b. class discussions	3.0	4.1
c. small group activities	3.2	4.1
d. reading materials	3.2	4.1
e. films and special materials	3.4	4.4
f. visiting speakers	3.0	3.7
g. evaluation activities	3.1	3.9
h. feedback	3.3	4.0
4. Overall rating of:		
a. value of seminars	3.4	4.0
b. effectiveness of instruction	3.5	4.0
c. supervision of practica	-	3.6

Reflections on usefulness of training for role performance (times mentioned in parentheses)

	End of Training	One Year Later
1. Most useful:	Practicum (4) School survey (3) Counseling activities (3)	BM and Counseling activities (5) HR activities (3) Trips to other facilities (3) Marshall Rosenberg (2) Practicum; Small group sharing; Precision Teaching; Speakers; Systems seminars; Feedback; Psychoed. materials (1 each)
2. Least useful:	Bruce Joyce Strategies (7) Issues seminars (4)	Some poorly organized seminars (6) Issues seminars; Precision Teaching; Counseling tape recorders (1 each)

Reflections on Training Priorities by Graduates

1. Priorities: Facilitating and consultation skills (3)
HR and Counseling skills (2)
Group work; Curriculum skills; Practical experience (1 each)

2. Changes: Attract more minority group members (2)
Reapportion time; University affiliation; Provide means to "validate out"; Objective evaluation of skills; More SRT involvement in training; Spell out credit and job situation in advance (1 each)

Other Comments by Graduates

APPENDIX H

Description of Assessment Instruments

INSTRUMENTS MEASURING CHANGES IN ATTITUDES AND VALUES

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (Mackie, 1960) is a self-rating scale of 110 items of specialized job skills or competencies for teachers who work with exceptional children. The instrument was used as part of the study Qualifications and Preparation of Teachers of Exceptional Children, undertaken by the United States Department of Health, Education, and Welfare. A modified version (Tompkins, 1971) was designed to elicit opinions as to the importance of the competencies to an individual's job assignment as well as his opinions of his ability on those competencies in the following areas: knowing the child, curriculum materials and method, testing and psychoeducational assessment, counseling and behavior management, the teacher as a professional team worker, parent and public relations, and teacher as a person. It was used to measure changes in the opinions of trainees as to the importance of specified competencies and their confidence in their abilities to perform specified tasks in working with exceptional children after exposure to the program.

The Teacher Practices Questionnaire (Sorenson, 1963) consists of 30 problem situations typical of those encountered by teachers in their daily routines. For each problem, four alternative solutions were presented representing the following role dimensions: counselor, disciplinarian, information giver, motivator, and referrer. The instrument is based on the work of Ryann (1960). It was used to measure changes in trainees' perception of their roles in meeting typical problem situations.

The Personal Orientation Inventory (Shostrum, 1966) consists of 150 two-choice comparative value judgment items and purports to tap self-actualization, a concept used by such writers as Maslow and Rogers. There are four major scales and ten subscales. It was used to measure changes in the opinions of trainees about their abilities to function as self-actualizing individuals with autonomy and interdependency.

The Fundamental Interpersonal Relations Orientation-Behavior (Schultz, 1962) seeks to measure "how an individual acts in interpersonal relations. It is designed not only to measure individual characteristics but also to assess relationships between people, such as compatibility." It attempts to evaluate behavior on three "fundamental interpersonal dimensions," inclusion, control, and affection. It was used to measure changes in trainees' perception of their sensitivity, personal awareness, and action skills in social situations.

The Minnesota Teacher Attitude Inventory (Cook, 1951) consists of 150 attitude statements designed to predict how well a teacher will get along with pupils in interpersonal relationships and indirectly how well satisfied a teacher will be with teaching as a vocation. It assumes that a teacher ranking at the high end of the scale will be able to maintain harmonious relationships with his pupils and that the relationships will be characterized by mutual affection and sympathetic understanding. It was used to measure changes in trainees' opinions of their ability to interact with students with harmony, flexibility, and mutual understanding.

The Profile of Organizational Characteristics is a questionnaire consisting of 49 Likert-type items addressing eight organizational variables (see Appendix P.) Four levels of organizational behavior are identified on a continuous scale: exploitive authoritative, benevolent authoritative, consultative, and participative. It is designed to determine respondent preferences in the organizational characteristics of his school. This instrument is a modified version of the one developed by Renis Likert (1967). The wording of items was revised to remove the "business tone" and to enable educators to respond to their setting. Two items, 36 and 51, were dropped from Likert's version. It was used to measure changes in trainees' preference for the democratic organization of a school.

The Problem Behavior Analysis (Walker, 1967) is a list of 124 items which represent overt actions observed in the classroom. Ratings are obtained on 1) the frequency of occurrence of the behavior anticipated in the classroom and 2) the personal reaction (extent of feeling disturbed) to the behavior. (The checklist was devised originally to compare rater responses in the identification of emotionally disturbed children.) It was used to measure changes in trainees' estimates of the frequency of problem behavior in the classroom and the degree of discomfort caused by the behavior of problem children.

The Self-Evaluation of Competencies is the rating by participants of their abilities in the same 15 competencies, on the same 7-point scale, which are the learning goals of the program (see Appendix E). It was used to measure changes in trainees' opinions of their competencies after exposure to the program.

SEMINAR ASSESSMENT TECHNIQUES

I. PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING

Written Comprehensive Exam. Intended to assess knowledge and skill related to all P.O.'s. Trainee is given a pupil's record as it would be found in the school files. Specific questions require integration of assessment and programming skills as taught in seminars. Criteria: Adequacy in judgment of instructor on each specific question. (Modified by combining diagnostic/prescriptive activities 1972-73)

II. COUNSELING AND HUMAN RELATIONS

Communications of Feelings Inquiry (COFI) and Reaction Sheet for Student Statements. Intended to assess a specific ability related to B.O. 2.1.1.(a). 1) Presented on paper with a series of statements which convey feelings but may or may not describe what the speaker feels, trainee discriminates descriptive from non-descriptive statements. 2) Presented on paper with a series of paragraphs representing student communications, trainee responds to each by discriminating between content and feeling in both the statement and his response. Criterion: 90 per cent correct. (Retained from 72-73)

Comprehending and Communicating Effectively. Intended to assess a specific ability related to B.O. 2.1.1.(b). Taped simulation/role-play of counseling session. Script contains five segments, each containing both content and feeling. After hearing each segment, trainee reflects as completely and accurately as possible the content and feeling of the communication. Criteria: Pass any 4 segments = strong; pass 1, 2, and 3, or 4 and 5, or 4 or 5 plus two others = adequate; and

less than adequate = weak. (Criterion for each segment is reflection of 50 per cent of content, 50 per cent of feeling.) (Retained)

Video-tape Simulation: Emphathy/Respect/Specificity. Intended to assess knowledge and understanding related to B.O.'s 2.2.1. (a-c). Group views VT and categorizes counselor responses for empathy or respect and for specificity. Level of empathy must be specified; respect rated as positive or negative. Criterion: 10 or more correct identifications. (Retained)

Audio-tape Simulation: Using Empathy and Respect. Intended to assess a specific ability related to B.O.'s 2.2.2. (a-b). After responding to communications in a taped simulation of a counseling dialogue, responses to Helpee are rated for indications of empathic understanding or respect. Criterion: 1) 70 per cent empathic understanding responses at least at Level 3 (openness); 2) other responses must indicate respect. (Modified from Graded Learning Activity)

Individual Counseling Simulation: Sending "I Message." Intended to assess understanding and skill related to B.O.2.2.2(c). In a simulated individual counseling session, trainee is required to send effective "I Messages" which demonstrate dimensions of disclosure, immediacy, and confrontation. Criteria: 8 of 9 messages effective = strong; At least 2 of each dimension effective = Adequate; Less than Adequate = Recycle. (New)

Paper/Pencil Analysis: Group Planning. Intended to assess knowledge and understanding related to B.O.'s 2.3.1. (a, b), 2.3.2. (a), 2.3.3. (a, c). Given a target group description, respondent as group leader plans for the group by 1) stating a skill, an interpersonal, and a system objective; 2) identifies at least one behavior criterion for evaluating student progress; 3) identifies two specific techniques for promoting student progress; 4) selects and describes five leader functions; and 5) describes a logical process for identifying and resolving discrepancies between desired and actual student behavior. Criteria: 1) strong = 3 of 3; adequate = 2 of 3; and weak = 1 or less of 3. 2) Same. 3) Same. 4) 80 per cent correct. 5) Pass/Fail by judgment of instructor. (Retained)

III. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Instrument 2 (Final Exam). Intended to assess specific abilities related to P.O. 3.2.1, 3.2.2., 3.2.3, 3.3.1, 3.3.2. After reading the history of two students, trainees must develop the following curriculum component for each student: 1) Topic or project area, 2) An affective, cognitive, and basic skill or academic objective; 3) A strategy for each type of objective; 4) A rationale for each strategy. Criterion: Judgment of the instructor on the inclusion of required components; 90-100 = strong; 75-89 = Adequate; 0-74 = Recycle. (Modified from 72-73)

Miniunit. Designed to assess knowledge and skill related to P.O. 3.2.1, 3.2.2, 3.4.1, 3.4.2. Trainee is required to plan, organize, and produce a curriculum package of his own choice which includes objectives, strategies, and resources. Project is rated by judgment of instructor on inclusion of specific components relative to: 1) technical format and technical quality and 2) content format and quality. Criterion: Overall rating of 16-18 points = strong; 13-15 points = Adequate; 0-12 points = Recycle. (Modified)

Affective Taxonomy. Designed to assess knowledge and skills related to P.O. 3.2.1, 3.4.3. Trainee is required to produce a taxonomy of affective objectives and distribute copies to class. Rated by judgment of instructor for inclusion of specified components of 1) technical format and technical quality, 2) content format, and 3) content quality. Criterion: Overall rating of 16-18 pts. = strong; 13-15 pts. = Adequate; 0-12 pts. = Recycle. (New)

Precision Teaching Project. Designed to assess specific abilities related to P.O. 3.2.3. Trainee is required to chart own or a student's progress in a learning activity. Criterion: Judgment of instructor on a scale of 90-100 = strong; 75-89 = Adequate; 0-74 = Recycle. (New)

Precision Teaching Reading Assignment. Designed to assess knowledge and understanding related to P.O. 3.2.3, 3.1.2. Trainee is required to read and summarize selected articles on Precision Teaching, relating them to his project experience. Criterion: Judgment of instructor, 90-100 = strong; 75-89 = Adequate; 0-74 = Recycle. (New)

IV. BEHAVIOR MANAGEMENT

Application Task: Part I (Identification of Emotional Disturbance). Intended to assess knowledge related to B.O. 4.1.1. (a). Given a case history of a student referred to Mark Twain School, respondent determines 1) if the student should be accepted into a program for "emotionally disturbed" youth and presents rationale for decision. Criteria: Acceptance decision based on four or more criteria discussed in seminar and related to data in case history. (Retained from 72-73)

Application Task: Part II (Educational Strategies). Intended to assess knowledge related to B.O. 4.1.3. (a). Given case history of an "emotionally disturbed" youth, respondent employs two different educational approaches (selecting from sensory-neurological, psychodynamic, interpersonal, or operant-behavior modification) indicating 1) cause of youth's difficulty; 2) types of information useful for diagnosis; 3) goals set for each strategy; and 4) illustrative methods to achieve priority goal. Criteria: Adequate or better on four items for each strategy in judgment of instructor. (Retained)

Written List of Behavior Standards. Intended to assess knowledge and understanding related to P.O. 4.1.2. Trainee lists values, positive standards, limits, and likely consequences of adherence to standards within and outside of school. Criteria: Adequate or better in judgment of instructor of each category. (Modified from Graded Learning Activity)

Written Description of Reinforcing Strategies. Intended to assess knowledge and understanding related to B.O.'s 4.1.3. (b, c). Respondent accurately describes the use of at least 5 of 7 strategies (structuring physical environment, reinforcing desirable behavior, regulated permission, modelling, stating and reinforcing consequences, contracting, planned ignoring), by self and others. Criterion: 5 correct. (Retained)

Demonstration of Reinforcing Strategies. Intended to assess skill related to B.O. 4.1.3 (c). Trainee demonstrates successful application of 5 of 7 design and management strategies for reinforcing behavior values. Criterion: Judgment of practicum supervisor as meeting standards specified in verification packet. (Modified)

Written Description of Frustration Incident. Intended to assess knowledge and understanding related to B.O. 4.2.1 (a). Trainee describes incident indicating goal, conflict, and reaction. Criterion: Pass/Fail judgment of adequacy. (Retained)

Demonstration Lesson (Frustration Management). Intended to assess specific ability related to B.O.'s 4.2.2. (a-c). Respondent 1) writes an original lesson showing at least one strategy for coping, 2) demonstrates effective teaching by implementing at least one technique from each of two major strategies for coping with frustration, and 3) induces frustration in the classroom and conducts a meaningful "acceptance" discussion. Criteria: 3 objectives met = strong; 2 objectives met = adequate; and 1 or less met = weak. (Retained)

Written Identifications of Surface Management Techniques. Intended to assess knowledge and understanding related to B.O. 4.3.1. (a). Respondent states technique and illustrates with classroom examples for at least 9 of 12 techniques discussed in seminar. Criterion: 9 correct. (Modified from Graded Learning Activity)

Life-Space Interview Simulation. Intended to assess a specific ability related to B.O. 4.3.2. (b). Given a case history of a student and a critical incident involving him, respondent conducts a simulation interview demonstrating 1) use of LSI process model to establish meaningful communication, 2) selection and implementation of strategy for "clinical exploitation," and 3) development and statement of plan for future action with student, related to strategy selected. Criteria: 3 requirements met = strong; 1 and 2 met, but 3 weak = adequate; and 1 or more unmet = weak. (Retained)

Mini-operant Project. Intended to assess knowledge and skill related to B.O. 4.3.2. (c). Respondent conducts and reports on a project involving a mini-operant program for self, animal, or student. Criterion: Adequacy based on judgment of seminar instructor. (Modified from Graded Learning Activity)

V. SYSTEMS ANALYSIS AND CONSULTATION

Constructing an Educational Plan. Intended to assess knowledge and skill related to P.O. 5.3.3. Educational plan is written for a student chosen by intern acting as SRT and using model given, including observation of student and teacher, teaching strategies to try, curriculum adjustments, specific activities, grouping practices, physical setting, and evaluation technique. Criterion: Adequate inclusion of elements of model based on judgment of instructor. (Modified from Graded Learning Activity, (72-73)

Simulation of Parent-Teacher Conference. Intended to assess knowledge and skill related to P.O. 5.1.2, 5.1.3, 5.2.1. Trainee applies model for teacher consultation to tape conference, noting disagreement with taped responses and noting 5 goals expected from conference and 5 changes to facilitate goal achievement. Criterion: Adequate inclusion of required elements of model in judgment of instructor. (Retained)

Simulation of Initial Teacher Consultation Conference. Intended to assess skill related to P.O. 5.2.2, 5.3.1, 5.3.2. Trainee plays role of SRT consulting with teacher who has referred child for help. Criterion: Adequate inclusion of required elements of model in judgment of instructor. (Retained)

Written Ecological Study. Intended to assess knowledge and understanding related to P.O. 5.1.1. Trainee submits written school diagnosis including data on power structure, student body, neighborhood, administrative power, staff resources publicity agents, referral procedures, lines of communication. Criterion: Adequate inclusion of components in judgment of instructor. (Modified from Graded Learning Activity)

Written Use of Cybernetic Loop. Intended to assess knowledge and understanding related to P.O. 5.3.1. Trainee applies technique of "cybernetic looping" to standard problem situation. Criterion: Adequacy in judgment of instructor. (New)

APPENDIX I

Intern Assessment in Seminar by Performance Objectives

Performance Objective	Related Assessment Technique*	Rating Strong	Adequate	Weak
I. Psychoeducational Assessment and Programming				
1.1.1	Describe interpersonal relations/values	8	0	0
1.1.1	Rosenberg intervention statements	8	0	0
1.1.2, 1.1.3, 1.1.4	Extract facts from file	1	7	0
1.1.2, 1.1.3, 1.1.4	Diagnose learning problem	8	0	0
1.1.2	List additional indicators and tests	0	8	0
1.1.3	Indicate project level of thought	8	0	0
1.1.3	Taxonomy of cognitive abilities	8	0	0
1.1.5	Diagnose learning style	8	0	0
1.2.1	Describe reading/language program	8	0	0
1.2.1	List 5 reading/language program adjustments	8	0	0
1.2.1	List interpersonal/values program adjustments	8	0	0
1.2.1	List subject area program adjustments	8	0	0
II. Human Relations and Counseling				
2.1.1	Responses to content & feeling/written	0	8	0
2.1.1	Responses to content & feeling/verbal	2	6	0
2.1.2	Responses to audiotape messages	2	6	0
2.2.1	Categorizing respect levels/VT simulation	8	0	0
2.2.1	Categorizing empathy levels/VT simulation	2	6	0
2.2.1	Categorizing specificity levels/VT simulation	0	8	0
2.2.2	Demo respect level in simulation	7	1	0
2.2.2	Demo empathy level in simulation	1	7	0
2.2.2	Demo specificity level in simulation	0	8	0
2.2.2	Demo I messages in simulation	5	3	0
2.3.1	Plan goals and objectives for group	6	2	0
2.3.1	Behavior criterion in group plan	6	2	0
2.3.2	Strategies in group plan	6	2	0
2.3.2	Activities in group plan	5	3	0
2.3.3	Leader functions in group plan	0	8	0

APPENDIX I

Intern Assessment in Seminar by Performance Objectives

Related Assessment Technique*	Rating Strong	Adequate	Weak	Inc./Absent
Assessment and Programming				
Describe interpersonal relations/values	8	0	0	0
Rosenberg intervention statements	8	0	0	0
Extract facts from file	1	7	0	0
Diagnose learning problem	8	0	0	0
List additional indicators and tests	0	8	0	0
Indicate project level of thought	8	0	0	0
Taxonomy of cognitive abilities	8	0	0	0
Diagnose learning style	8	0	0	0
Describe reading/language program	8	0	0	0
List 5 reading/language program adjustments	8	0	0	0
List interpersonal/values program adjustments	8	0	0	0
List subject area program adjustments	8	0	0	0
and Counseling				
Responses to content & feeling/written	0	8	0	0
Responses to content & feeling/verbal	2	6	0	0
Responses to audiotape messages	2	6	0	0
Categorizing respect levels/VT simulation	8	0	0	0
Categorizing empathy levels/VT simulation	2	6	0	0
Categorizing specificity levels/VT simulation	0	8	0	0
Demo respect level in simulation	7	1	0	0
Demo empathy level in simulation	1	7	0	0
Demo specificity level in simulation	0	8	0	0
Demo I messages in simulation	5	3	0	0
Plan goals and objectives for group	6	2	0	0
Behavior criterion in group plan	6	2	0	0
Strategies in group plan	6	2	0	0
Activities in group plan	5	3	0	0
Leader functions in group plan	0	8	0	0

	Related Assessment Technique*	Rating Strong	Adequate	Weak	Inc./Absent
lopment and Implementation					
	Instrument Z (Final Exam)	1	7	0	0
3.4.2	Miniunit	7	1	0	0
	Taxonomy	7	1	0	0
	Precision teaching project	4	4	0	0
	Reading assignment/precision teaching	3	5	0	0
ent					
	Written response to care study	7	1	0	0
	Written statement/values, standards, limits	0	8	0	0
	Written educational approach to case study	4	4	0	0
	Written examples/reinforcing strategies	0	8	0	0
	VT or practicum verification/using reinforcing strategies	0	8	0	0
	Written description, frustration incident	0	8	0	0
	Lesson plan/induce frustration, teach coping	2	6	0	0
	Audio or VT demo/frustration incident	3	5	0	0
	Written examples/surface management techs.	0	8	0	0
	Simulated life space interview	0	8	0	0
	Written description/operant program	3	5	0	0
and Consultation					
	Written ecological study	5	2	0	1
	Simulation of parent-teacher conference	2	3	3	0
	Simulation of initial teacher conference	2	5	0	1
	Written use of cybernetic loop	3	5	0	0
	Construction of educational plan	7	1	0	0

0 = Strong (highly effective)
4 = Adequate (effective) Pass
4 = Weak, Recycle (needs strengthening) Fail

ribed in Appendix H.

Performance Objective	Related Assessment Technique*	Rating Strong	Adequate	Weak
III. Curriculum Development and Implementation				
3.2.1, 3.2.2, 3.2.3				
3.3.1, 3.3.2	Instrument Z (Final Exam)	1	7	0
3.2.1, 3.2.2, 3.4.1, 3.4.2	Miniunit	7	1	0
3.2.1, 3.4.3	Taxonomy	7	1	0
3.2.3	Precision teaching project	4	4	0
3.2.1, 3.3.3	Reading assignment/precision teaching	3	5	0
IV. Behavior Management				
4.1.1	Written response to care study	7	1	0
4.1.2	Written statement/values, standards, limits	0	8	0
4.1.3	Written educational approach to case study	4	4	0
4.1.3	Written examples/reinforcing strategies	0	8	0
4.2.1	VT or practicum verification/using reinforcing strategies	0	8	0
4.2.2	Written description, frustration incident	0	8	0
4.2.2	Lesson plan/induce frustration, teach coping	2	6	0
4.2.2	Audio or VT demo/frustration incident	3	5	0
4.3.1	Written examples/surface management techs.	0	8	0
4.3.2	Simulated life space interview	0	8	0
4.3.2	Written description/operant program	3	5	0
V. Systems Analysis and Consultation				
5.1.1	Written ecological study	5	2	0
5.1.2, 5.1.3, 5.2.1	Simulation of parent-teacher conference	2	3	3
5.2.2, 5.3.1, 5.3.2	Simulation of initial teacher conference	2	5	0
5.3.1	Written use of cybernetic loop	3	5	0
5.3.3	Construction of educational plan	7	1	0

Scale: 5.5-7.0 = Strong (highly effective)
2.5-5.4 = Adequate (effective) Pass
1.0-2.4 = Weak, Recycle (needs strengthening) Fail

*Instruments are described in Appendix H.

APPENDIX J

Medians and T Values of Wilcoxon Matched-Pairs Signed-Ranks Test on Pre- and Postinternship Test Battery

Instrument	1972 - 73 (Median) Pre	Post	T	Sig.	1 Pre
Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ)					
A. Knowing the Child - importance	5.62	5.77	15	N.S.	5.62
- confidence	3.15	4.12	0	p=.05	2.88
B. Curriculum Materials and Methods - importance	5.36	5.83	8	N.S.	6.00
- confidence	2.94	3.92	0	p=.01	3.12
C. Testing and Psychoeducational Assessment - importance	4.61	5.34	10	N.S.	4.84
- confidence	3.04	3.96	0	p=.01	2.79
D. Counseling and Behavior Management - importance	5.26	5.84	6	N.S.	5.98
- confidence	2.79	4.27	0	p=.01	2.58
E. Teacher as a Professional Team Worker - importance	5.04	5.82	5.5	N.S.	6.05
- confidence	2.9[illegible]	4.05	1	p=.02	2.68
F. Parent and Public Relations - importance	4.67	4.17	3	N.S.	4.25
- confidence	3.00	3.83	5	N.S.	1.81
G. Teacher as a Person - importance	6.69	6.44	7	N.S.	6.63
- confidence	4.19	4.63	0	p=.01	4.00

Scale: Range: 1-7 for Importance, 1-5 for Confidence.

APPENDIX J

Medians and T Values of Wilcoxon Matched-Pairs Signed-Ranks Test on Pre- and Postinternship Test Battery

trument	1972 - 73 (Median) Pre	Post	T	Sig.	1973 - 74 (Median) Pre	Post	T	Sig.
ncies for Working with Questionnaire (SPQ)								
hild - importance	5.62	5.77	15	N.S.	5.62	5.56	16	N.S.
- confidence	3.15	4.12	0	p=.05	2.88	4.24	0	p=.01
terials and Methods								
- importance	5.36	5.83	8	N.S.	6.00	6.16	16	N.S.
- confidence	2.94	3.92	0	p=.01	3.12	4.33	0	p=.01
sychoeducational								
- importance	4.61	5.34	10	N.S.	4.84	4.42	13	N.S.
- confidence	3.04	3.96	0	p=.01	2.79	4.29	0	p< .02
d Behavior Management								
- importance	5.26	5.84	6	N.S.	5.98	5.98	18	N.S.
- confidence	2.79	4.27	0	p=.01	2.58	4.29	0	p=.01
Professional Team								
- importance	5.04	5.82	5.5	N.S.	6.05	4.14	18	N.S.
- confidence	2.9	4.05	1	p=.02	2.68	4.00	0	p=.01
blic Relations								
- importance	4.67	4.17	3	N.S.	4.25	4.25	14	N.S.
- confidence	3.00	3.83	5	N.S.	1.81	3.92	0	p< .02
Person								
- importance	6.69	6.44	7	N.S.	6.63	6.53	10	N.S.
- confidence	4.19	4.63	0	p=.01	4.00	4.36	5	N.S.

r Importance, 1-5 for Confidence.

Instrument	1972 - 73 (Median)				1973
	Pre	Post	T	Sig.	Pre
Teacher Practices Questionnaire (TPQ)					
A. Information Giver	2.64	2.84	14.5	N.S.	2.57
B. Counselor	1.32	1.71	8.5	N.S.	1.95
C. Disciplinarian	4.33	4.20	6.5	N.S.	4.25
D. Motivator	2.20	2.15	5	N.S.	1.95
E. Referrer	3.55	3.90	0	p=.01	3.95
Scale: Range: 1-5; Scores inversely related to preference.					
Note: Instruments are described in Appendix H.					
Personal Orientation Inventory (POI)					
A. Time Incompetent	3.0	3.0	9	N.S.	3.0
B. Time Competent	20.0	19.0	11	N.S.	20.0
C. Other Directed	31.5	18.5	2	p=.05	23.0
D. Inner Directed	95.0	100.5	10	N.S.	103.0
E. Self-Actualizing Value	23.0	23.0	8	N.S.	23.5
F. Existentiality	22.5	24.5	2.5	N.S.	26.0
G. Feeling Reactively	17.0	18.5	8	N.S.	19.0
H. Spontaneity	14.0	14.5	5.5	N.S.	16.0
I. Self-Regard	14.5	14.0	8	N.S.	14.0
J. Self-Acceptance	17.0	19.5	6.5	N.S.	23.0
K. Nature of Man, Construction	13.0	12.0	2	N.S.	13.0
L. Synergy	8.0	8.0	-	N.S.	8.0
M. Acceptance of Aggression	18.5	20.0	11	N.S.	20.0
N. Capacity for Intimate Contact	20.5	22.5	10.5	N.S.	21.5

rument	1972 - 73 (Median) Pre	Post	T	Sig.	1973 - 74 (Median) Pre	Post	T	Sig.
stionnaire (TPQ)								
ver	2.64	2.84	14.5	N.S.	2.57	2.47	11	N.S.
	1.32	1.71	8.5	N.S.	1.95	1.55	8	N.S.
	4.33	4.20	6.5	N.S.	4.25	4.25	12	N.S.
	2.20	2.15	5	N.S.	1.95	1.90	12.5	N.S.
	3.55	3.90	0	p=.01	3.95	4.05	12	N.S.
pres inversely related to preference.								
e described in Appendix H.								
Inventory (POI)								
nt	3.0	3.0	9	N.S.	3.0	2.0	11.5	N.S.
	20.0	19.0	11	N.S.	20.0	21.0	11	N.S.
	31.5	18.5	2	p=.05	23.0	19.0	5	N.S.
	95.0	100.5	10	N.S.	103.0	107.5	4.5	N.S.
ng Value	23.0	23.0	8	N.S.	23.5	24.0	11	N.S.
	22.5	24.5	2.5	N.S.	26.0	27.5	8.5	N.S.
vely	17.0	18.5	8	N.S.	19.0	19.5	7	N.S.
	14.0	14.5	5.5	N.S.	16.0	16.0	0	p=.05
	14.5	14.0	8	N.S.	14.0	14.0	15	N.S.
e	17.0	19.5	6.5	N.S.	23.0	23.0	10	N.S.
Construction	13.0	12.0	2	N.S.	13.0	13.0	6	N.S.
	8.0	8.0	-	N.S.	8.0	8.5	6	N.S.
Aggression	18.5	20.0	11	N.S.	20.0	20.0	11	N.S.
ntimate Contact	20.5	22.5	10.5	N.S.	21.5	22.5	8	N.S.

Instrument	1972 - 73 (Median)				19
	Pre	Post	T	Sig.	Pre
Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B)					
A. Inclusion Expected	5.0	4.5	5	N.S.	5.5
B. Inclusion Wanted	3.5	1.5	6	N.S.	5.0
C. Control Expected	3.0	4.0	5.5	N.S.	2.0
D. Control Wanted	3.5	3.5	9	N.S.	2.5
E. Affection Expected	4.5	3.5	1.5	N.S.	5.0
F. Affection Wanted	6.0	5.0	1.5	N.S.	5.0
Minnesota Teacher Attitude Inventory (MTAI)	71.5	75.0	1.5	N.S.	92.5
Profile of Organizational Characteristics (POC)					
A. Leadership	3.18	3.14	14	N.S.	3.33
Motivation	3.10	3.41	10	N.S.	3.45
Communication	3.28	3.29	17	N.S.	3.51
Interaction	3.29	3.49	9	N.S.	3.08
Decision	3.19	3.62	9	N.S.	3.29
Goal Setting	3.43	3.28	17	N.S.	3.17
Supervisory	3.19	3.27	13	N.S.	3.02
Performance	3.78	3.00	15.5	N.S.	3.00
Scale: Range: 0-4					

strument	1972 - 73 (Median) Pre	Post	T	Sig.	1973 - 74 (Median) Pre	Post	T	Sig.
rsonal Relations Orientation - Behavior (FIRO-B)								
pected	5.0	4.5	5	N.S.	5.5	6.5	7.5	N.S.
nted	3.5	1.5	6	N.S.	5.0	4.5	3.5	N.S.
cted	3.0	4.0	5.5	N.S.	2.0	4.0	4.5	N.S.
ed	3.5	3.5	9	N.S.	2.5	2.5	6.5	N.S.
pected	4.5	3.5	1.5	N.S.	5.0	7.5	5	N.S.
nted	6.0	5.0	1.5	N.S.	5.0	5.5	13	N.S.
ttitude Inventory (MTAI)	71.5	75.0	1.5	N.S.	92.5	87.0	13.5	N.S.
tional Characteristics (POC)								
	3.18	3.14	14	N.S.	3.33	3.11	17.5	N.S.
	3.10	3.41	10	N.S.	3.45	3.30	16	N.S.
n	3.28	3.29	17	N.S.	3.51	3.34	7.5	N.S.
	3.29	3.49	9	N.S.	3.08	2.92	9	N.S.
	3.19	3.62	9	N.S.	3.29	3.73	17	N.S.
	3.43	3.28	17	N.S.	3.17	3.10	13	N.S.
	3.19	3.27	13	N.S.	3.02	3.08	17	N.S.
	3.78	3.00	15.5	N.S.	3.00	3.15	10	N.S.

Instrument		1972 - 73 (Median) Pre	Post	T	Sig.	197 Pre
Problem Behavior Analysis (PBA)						
A. Social Manifestations						
1. Oppositional Behavior (20 items)	F	2.01	2.88	5	N.S.	3.03
	R	2.23	2.23	16	N.S.	1.88
2. Overt Aggressive Behavior (26 items)	F	1.75	2.37	5	N.S.	2.59
	R	2.58	3.02	11	N.S.	2.67
3. Deviations in Social Development (18 items)	F	2.14	3.20	5	N.S.	2.06
	R	2.19	2.20	15.5	N.S.	1.78
B. Development Manifestations						
4. Neuro-Phys-Motor (15 Items)	F	1.97	2.86	7.5	N.S.	2.77
	R	1.44	1.90	0	p=.02	1.44
5. Signs of Restricted Functioning (18 items)	F	2.00	2.37	10	N.S.	2.81
	R	1.53	1.47	6	N.S.	1.42
6. Failure to Follow-through (9 items)	F	1.78	2.78	7.5	N.S.	2.95
	R	1.89	1.78	5	N.S.	1.84
C. Linguistic Manifestations						
7. Verbal (9 items)	F	2.11	2.39	12	N.S.	3.11
	R	1.50	1.78	6	N.S.	1.44
8. Self-criticism (9 items)	F	2.44	3.28	4	p=.05	3.45
	R	1.67	1.73	11	N.S.	1.22

Scale: 0-5 Frequency
1-5 Reaction

ment		1972 - 73 (Median)				1973 - 74 (Median)			
		Pre	Post	T	Sig.	Pre	Post	T	Sig.
sis (PBA)									
ations									
Behavior (20 items)	F	2.01	2.88	5	N.S.	3.03	1.93	0	p=.01
	R	2.23	2.23	16	N.S.	1.88	1.83	5	N.S.
sive Behavior	F	1.75	2.37	5	N.S.	2.59	1.68	1.5	p< .01
(26 items)	R	2.58	3.02	11	N.S.	2.67	2.27	14	N.S.
n Social Development	F	2.14	3.20	5	N.S.	2.06	2.19	0	p=.01
(18 items)	R	2.19	2.20	15.5	N.S.	1.78	2.03	1	N.S.
ifestations									
otor (15 Items)	F	1.97	2.86	7.5	N.S.	2.77	1.80	1	p< .02
	R	1.44	1.90	0	p=.02	1.44	1.70	10	N.S.
tricted Functioning									
(18 items)	F	2.00	2.37	10	N.S.	2.81	2.35	1.5	p< .02
	R	1.53	1.47	6	N.S.	1.42	1.73	10	N.S.
ollow-through	F	1.78	2.78	7.5	N.S.	2.95	2.17	1	p< .02
(9 items)	R	1.89	1.78	5	N.S.	1.84	2.00	11.5	N.S.
festations									
(9 items)	F	2.11	2.39	12	N.S.	3.11	1.44	0	p=.01
	R	1.50	1.78	6	N.S.	1.44	1.56	12	N.S.
sm (9 items)	F	2.44	3.28	4	p=.05	3.45	1.84	0	p=.01
	R	1.67	1.73	11	N.S.	1.22	2.00	10	N.S.

Instrument	1972 - 73** (Median)				197
	Pre	Post	T	Sig.	Pre
Self-evaluation of Competencies*					
General Effectiveness	6.0	7.5	0	p=.05	-
I. Psychoeducational Assessment	3.5	7.0	0	p=.01	-
1.1 Profile	4.0	7.0	0	p=.01	2.0
1.2 Planning	4.5	7.0	1	p< .02	2.3
II. Human Relations and Counseling	5.0	7.5	0	p=.02	-
2.1 Comprehension and Communication	6.0	7.5	0	p=.02	3.5
2.2 Interaction	6.5	8.25	0	p=.02	2.8
2.3 Serve as Resource	6.0	8.0	0	p=.02	2.5
III. Curriculum Development	4.5	6.5	0	p=.01	1
3.1 Organize and Manage	5.25	6.75	0	p=.01	2.7
3.2 Develop and Select Curriculum	4.75	7.0	0	p=.01	2.5
3.3 Plan Strategies and Activities	3.5	6.75	0	p=.01	3.0
3.4 Individualize	6.0	7.0	1.5	p< .05	4.0
IV. Behavior Management	5.0	7.25	0	p=.01	-
4.1 Establish Limits	5.0	7.0	0	p=.02	3.0
4.2 Cope with Frustration	5.0	8.0	0	p=.01	2.3
4.3 Teacher Intervention	4.0	7.25	0	p=.01	2.0
V. Systems Analysis	3.0	7.5	0	p=.05	-
5.1 Concepts	5.0	7.5	1.5	p< .02	3.0
5.2 Use	3.5	7.5	0	p=.01	1.7
5.3 Consultation	5.0	7.25	0	p< .05	2.7
Personal Characteristics					
1. Emotional Stability	-	-	-	-	4.0
2. Interpersonal Relations	-	-	-	-	5.0
3. Initiative and Follow-through	-	-	-	-	5.0

* Statement of Competencies as in Spring, 1973.
** Scale: 1-9
*** Scale: 1-7

trument	1972 - 73** (Median) Pre	Post	T	Sig.	1973 - 74*** (Median) Pre	Post	T	Sig.
ompetencies*								
ess	6.0	7.5	0	p=.05	-	-	-	-
onal Assessment	3.5	7.0	0	p=.01	-	-	-	-
	4.0	7.0	0	p=.01	2.0	6.0	0	p=.01
	4.5	7.0	1	p< .02	2.3	6.0	0	p=.01
ns and Counseling	5.0	7.5	0	p=.02	-	-	-	-
sion and Communication	6.0	7.5	0	p=.02	3.5	6.0	0	p=.01
on	6.5	8.25	0	p=.02	2.8	7.0	0	p=.01
Resource	6.0	8.0	0	p=.02	2.5	6.0	1.5	p< .02
velopment	4.5	6.5	0	p=.01	1	-	-	-
and Manage	5.25	6.75	0	p=.01	2.7	6.5	0	p=.01
nd Select Curriculum	4.75	7.0	0	p=.01	2.5	6.5	0	p=.01
tegies and Activities	3.5	6.75	0	p=.01	3.0	6.0	0	p=.01
lize	6.0	7.0	1.5	p< .05	4.0	7.0	0	p=.01
gement	5.0	7.25	0	p=.01	-	-	-	-
Limits	5.0	7.0	0	p=.02	3.0	6.0	0	p=.01
Frustration	5.0	8.0	0	p=.01	2.3	6.0	0	p=.01
ntervention	4.0	7.25	0	p=.01	2.0	6.5	0	p=.01
sis	3.0	7.5	0	p=.05	-	-	-	-
	5.0	7.5	1.5	p< .02	3.0	6.0	0	p=.01
	3.5	7.5	0	p=.01	1.7	6.0	0	p=.01
ion	5.0	7.25	0	p< .05	2.7	6.0	0	p=.01
tics								
Stability	-	-	-	-	4.0	6.0	0	p=.01
onal Relations	-	-	-	-	5.0	7.0	0	p=.01
e and Follow-through	-	-	-	-	5.0	7.0	0	p=.01

petencies as in Spring, 1973.